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PROGRAM DEVELOPMENT FOR OCCUPATIONAL EDUCATION, A REPORT OF A NATIONAL SEMINAR FOR LEADERS IN HOME ECONOMICS EDUCATION (OHIO STATE UNIVERSITY, MARCH 28-31, 1966).

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A SEMINAR WAS HELD TO PROVIDE STATE LEADERS IN HOME ECONOMICS WITH AN OPPORTUNITY TO GAIN GREATER UNDERSTANDING OF HOME ECONOMICS PROGRAMS OF OCCUPATIONAL PREPARATION. PARTICIPANTS INCLUDED DIRECTORS OF AREA VOCATIONAL SCHOOLS, TEACHER EDUCATORS, DEANS OF SCHOOLS OF HOME ECONOMICS, UNIVERSITY EXTENSION SPECIALISTS, STATE EDUCATION DEPARTMENT PERSONNEL, SCHOOL ADMINISTRATORS, SUBJECT MATTER SPECIALISTS, U.S. OFFICE OF EDUCATION REPRESENTATIVES, HOME ECONOMICS SUPERVISORS, DEPARTMENT OF LABOR STAFF, AND GUIDANCE PERSONNEL. THE FOLLOWING PAPERS WERE AMONG THOSE PRESENTED--(1) "A CHALLENGE TO HOME ECONOMICS LEADERS," (2) "UNDERSTANDING THE URBAN SOCIETY," (3) "DYNAMICS OF CHANGE," (4) "A FRAMEWORK FOR PROGRAM DEVELOPMENT," (5) "DEVELOPMENT OF POST-HIGH SCHOOL PROGRAMS," (6) "USE OF RESEARCH STUDIES," AND (7) "EFFECTIVE PLAN FOR PILOT PROGRAMS." KEY PROBLEMS AND IDEAS FOR ACTION WHICH GREW OUT OF GROUP DISCUSSION WERE PRESENTED UNDER FOUR HEADINGS--(1) WORK WITH ALL PHASES OF VOCATIONAL EDUCATION, (2) ADULT PROGRAMS TO MEET COMMUNITY NEEDS, (3) PROGRAMS DESIGNED TO MEET THE NEEDS OF THE DISADVANTAGED, AND (4) WAYS TO SELECT AND PREPARE TEACHERS FOR TEACHING IN OCCUPATIONAL PROGRAMS. (MS)

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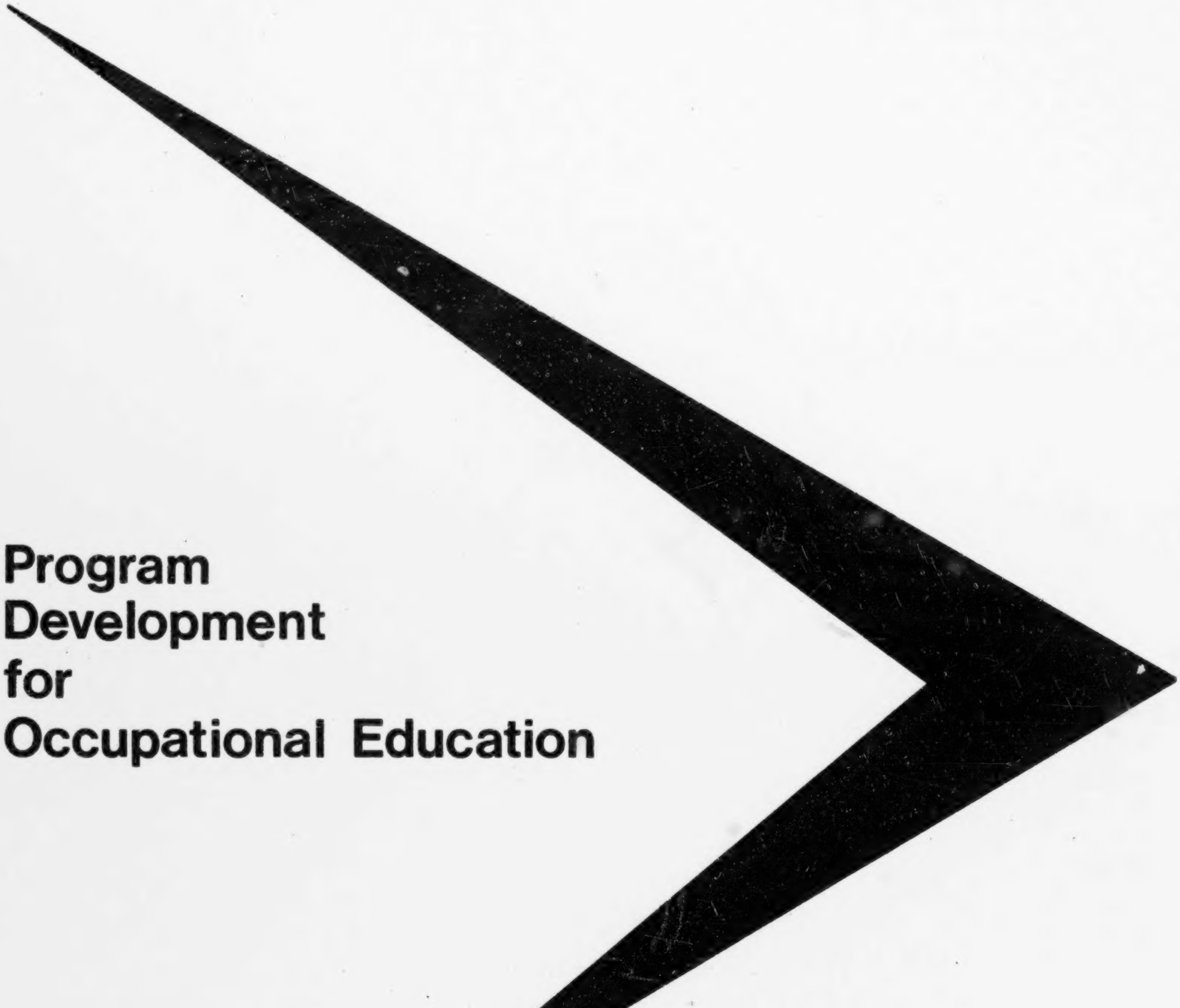
A NATIONAL LEADERSHIP SEMINAR ON HOME ECONOMICS EDUCATION

A Report

March 28-31 ,1966



Program Development for Occupational Education

The Center for Vocational and Technical Education
The Ohio State University·980 Kinnear Rd · Columbus Ohio 43212

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The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Research Information Center located in the U. S. Office of Education;
7. To provide educational opportunities for individuals contemplating foreign assignments and for leaders from other countries responsible for leadership in vocational and technical education.

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PROGRAM DEVELOPMENT
FOR
OCCUPATIONAL EDUCATION

A Report of a National Seminar for Leaders in Home Economics Education

March 28-31, 1966

Sponsored by

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio

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TABLE OF CONTENTS

Preface v
Introduction. vii

Seminar Papers. 1

A Challenge to Home Economics Leaders by Dr. Alberta Hill 3

Understanding the Changing Urban Society by Miss Rose Terlin 7

Dynamics of Change by Dr. Henry Brickell 15

A Framework for Program Development by Dr. Lawrence Borosage. 29

Development of Post-High School Programs by Dr. Berenice Mallory 47

Use of Research Studies by Dr. Elizabeth Simpson. 57

Effective Plan for Pilot Programs by Dr. M. G. Linson 69

Ideas For Action: 81

Work With All Phases of Vocational Education 82

Adult Programs to Meet Community Needs 85

Programs Designed to Meet Needs of the Disadvantaged . . 88

Ways to Select and Prepare Teachers for Teaching in Occupational Programs. 91

Appendix: 95

Bibliography of Displayed Resource Materials 97

Seminar Program. 105

Seminar Planning Committee 107

Seminar Consultants. 109

Seminar Participants 111

PREFACE

One of the most dramatic changes in the labor force has been the increased entrance of women. In 1960, one out of three in the labor force was a woman. This rapid increase of women entering the labor force and expanding job opportunities in home service fields have placed increased emphasis on the need for home economics education to prepare persons for gainful employment outside the home as well as for homemaking. Wage-earning education programs for occupations related to home economics are urgently needed for both secondary students and out-of-school youth and adults.

Although many of the principles and skills taught in homemaking classes, if mastered, will contribute to successful employment, the courses planned for employment preparation differ from those planned for homemaking. Because of this, thoughtful study which will lead to a new understanding of vocational education preparation must be undertaken by those who are charged with the responsibilities for providing leadership in the development of wage-earning programs.

Since home economics employment courses are receiving new emphasis in vocational education, it is essential that high standards be achieved. This seminar was planned to provide state leaders in home economics with an opportunity to gain greater understanding and insight as well as specific procedures in program development.

We want to express our appreciation to the resource personnel who effectively contributed to the development of this seminar. We would also like to acknowledge the work of the members of the Seminar Planning Committee, Miss Dorothy Lawson, Seminar Consultant, and Dr. Sylvia L. Lee who served as Seminar Coordinator and who directed the preparation of this report.

We trust this publication will prove to be of continuing assistance to the participants and to others.

Robert E. Taylor
Director

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INTRODUCTION

Home economics education leaders throughout the United States face the challenge of maintaining and strengthening the total program of home economics in the public schools at the secondary, post secondary and technical and adult level. The emergence of education for gainful employment in home economics has confronted leaders with numerous concerns. The seminar which is reported here was conceived and designed to provide home economics leaders with an opportunity to gain greater understanding and insight, as well as, information about specific procedures in program development for education for gainful employment in home economics.

Specifically the objectives were:

> To provide and develop an understanding of the changing society and its implications for home economics for gainful employment particularly with reference to the leadership roles of state supervisors and teacher educators.
>
> To acquaint educators with methods and techniques for bringing about change in educational programs.
>
> To develop an understanding of the resources provided through recent legislation -- resources which will help strengthen occupational education programs.
>
> To provide an opportunity to (a) explore the many facets involved in developing and administering occupational education programs at the high school, post-high school and adult levels and, (b) identify some methods and techniques which may be used in their development.
>
> To determine the personnel and materials needed and available for use in the development of programs.
>
> To identify needed research and experimental programs.
>
> To determine ways that research findings and pilot programs can provide tested information and ideas for program development and improvement.

This report includes the presentations made by the seminar consultants and ideas for action growing out of group discussion on the final day of the seminar. It is hoped this material will be helpful to home economics leaders as they proceed with the development of programs in education for gainful employment and in education for homemaking.

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Appreciation is due to:

Dorothy Lawson for her leadership in developing and carrying out the Seminar.

All those who shared resource material for display.

Program consultants for their fine presentation.

Home Economics leaders who participated on the program and on Seminar committees.

The Home Economics Department of the University of Illinois for providing copies of THE EMPLOYMENT ASPECT OF HOME ECONOMICS for those attending the Seminar.

Kathleen Howell, Research Associate for her assistance in preparing this report.

Sylvia L. Lee, Specialist
Home Economics Education

SEMINAR PAPERS

SUMMARY OF A CHALLENGE TO HOME ECONOMICS LEADERS

Dr. Alberta Hill
Associate Professor, Home Economics Education
Iowa State University

The role of leadership in planning programs of education for gainful employment involves answers to such questions as why should home economics prepare students for occupations? For whom should such programs be planned? What are the clusters of jobs requiring home economics content? What content, skills and competencies are needed for job preparation? In what ways can home economics contribute to courses planned by other vocational services? What type of work experiences are available? How can we evaluate these programs? Who will teach home economics wage earning courses? Our underlying beliefs should guide us in answering these questions. I would challenge you, therefore, to think about your own philosophy of education, your beliefs about the composition, structure and principles underlying occupational education. Consider the following questions about your beliefs.

1. What are the goals of education in a country such as ours? What are the goals of education in a world such as ours? Maybe we should say, what are the goals of education in a universe such as ours? One of the major questions that comes to mind is the extent to which we are going to focus efforts on the preparation of the individual to fulfill his role, and the extent to which we are going to think primarily about the needs of society. You will be quick to point out to me that these are not necessarily conflicting goals, but there is a difference in focus. Which is to be the focus? We say we need to educate every citizen to the limit of his capacity to absorb, and that we must release the potential of each and every person among us. We then also say that we need to coordinate this education to the needs of society. There are times when those two ideas will be in conflict, and we need to think very carefully about which may be the focus at which time; how do we fit the two goals together so that we are developing people who can contribute to society I don't want to put society, and especially the economy of our society, so far in the front that we forget the individual and the need to develop his potential.

2. Another question about education is who is going to provide education? Are we at a place where our old educational systems will no longer work? Had we better let some other agency like business take over? Are we going to say that education can better be provided by a small segment or segments of our society rather than the total society? Have you picked up comments questioning the ability of our educational agencies recently? If you haven't, be alert to them. It was suggested to me recently, when I was talking to a group of people considering teacher education for office and business occupations, that as we challenge ourselves about teacher education for the 21st Century we should look forward to "really new innovations," such as business agencies, not colleges

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and universities, training teachers of the future. This was suggested to me by an educator! Is the question, "Who is going to provide education?" Or should we ask "what aspects of education can be provided better by some other agency of our society?"

3. What do we really believe about methods of learning and methods of teaching? Particularly: do you believe that all education can be carried out best in a realistic situation? Or do you think that all education can be provided best in a simplified, purified atmosphere? Or, can some education be carried out in a realistic setting, and some in an organized, purified environment? What is done better in one situation, than in another? We in home economics education (and I am going to admit this even if there are one or two people here who aren't home economics educators) have never thoroughly answered this question in relation to teaching foods at the high school level. We have talked about teaching all foods on a meal planning basis in which the person is put immediately into the complexity of a meal.

4. What do you really believe about teacher preparation? What do you really believe about the best way to prepare teachers? How do people learn to be teachers? Is it necessary for people to have some of the theory of learning and the theory of teaching in order to do a good job? Are there some aspects of the teaching job that can be done by practitioners rather than by those usually thought of as teachers who understand the organization of learning activities and development of curriculum?

5. Now, what do you really believe about home economics? What is it? We must develop for ourselves some kind of a conceptual structure in which we can work, and I would challenge you to look at Betty Simpson's article in the AVA Journal and to read it again, and reread it until you are sure that you can see at least this kind of structure. I also suggest reading the last issue of ILLINOIS TEACHERS. You will find there a marvelous review of many of the theories and philosophies of home economics. It is a good quick reference for you to use in doing the thing I am asking you to do: look again at home economics as a discipline, as a field of study.

(At this particular point, there is one comment I have to make because it has struck me as being so very funny. I am laughing at myself--I am laughing at ourselves. Within the last year or two I have sensed a little uneasiness -- we aren't sure whether or not we can prepare people for both the occupation of homemaking and the occupations for which they get a paycheck. Yet, I would suspect that almost everyone of us has been, either as a student or a faculty member, connected with a college, a school, department or division of home economics which stated two major objectives of the home economics unit: one, preparation for home and family life, and the other, preparation for a profession. Doesn't it strike you as being a little funny that we have accepted this for 50 years, but some of us now question whether or not we can prepare for home and family living and for occupations at the less than college grade level?)

6. I'm asking you to take a look at your philosophy, and in challenging you to think more clearly about what you really believe, I would be amiss not to challenge you to really study and decide what you believe about change. This is a very popular topic for speeches, for speakers, and for articles of all kinds. In his new book, Bruner said, "I shall take it as self-evident that each generation must define afresh the nature, the direction and aims of education to assure such freedom and rationality as can be obtained for future definitions, for there are changes both in circumstances and in knowledge that impose restrictions and give opportunities."[1] It is that last phrase that gave me help in further defining my beliefs about change -- "impose restrictions and give opportunities." This is a little more radical. Marshall McLuhan is quoted as saying, "Even points of view must go, because it is no longer possible to take a fixed position for more than a single moment."[2] And this is a quote that has to do with medicine but I think it is one that we might just chew on awhile. "We have a choice of living dangerously or dying early. There is no safe place from the perils of progress."

Now, what do we really believe about change? Sometimes we are a little ambivalent about it! For example: we have just had our Iowa Vocational Association Meeting and a very sound educator gave a very good speech. He talked about change and gave some of the kind of startling figures that most of us have heard many times, but in a good way, a new way; he really challenged us. But, he went on to say that he was glad he was working in the midwest, because in the midwest we are near enough to our agricultural past that we still have midwest agricultural values of work! Do you find something a little contradictory in this? When I think about what "midwest values of work" are, I think about farm people. One of the most devastating things I have seen for farm people or farm boys is the need to change one of their values, i.e., to work for themselves. The ideal: you worked hard, got your own farm and worked for yourself. This is no longer possible for most of them. We believe in change but at the same time we are glad our community hasn't changed.

Often, besides contradicting ourselves, we really do not realize which changes are significant; which things are really changes, and which things are just changes in the gadgets used in what we are doing, which are truly basic changes. The gadgetry of our present conflict in Viet Nam is certainly much different from that used in the Korean War, but the behavior that causes and prevents war, to my knowledge, has not changed very much. Maybe at times we put too much emphasis on the change rather than on looking for those things that are not changing.

---

[1] Bruner, Jerome S. Toward a Theory of Instruction. Cambridge, Mass: Harvard Press 1966, 171 pages (p.22).

[2] Howard, Jane. "Oracle of the Electric Age". Life, February 25, 1966.

As we look at change, I would challenge you to take a good look at homes and families in our society. What are their functions? How are they changing? And perhaps this should be tied in with my challenge to you about looking at home economics. I think it has been rather universally agreed that the family is not losing its function. About 15 years ago we talked about the families losing their function, but now we are fairly well agreed that this is not true. But there are changes -- structural changes in the family; change in the form and content of the function -- more of what has been a family function is being shared with other social institutions.

In the last Journal of Marriage and the Family there is an article by Clark Vincent[1] that I would suggest to you as a good resource as you are taking a good look at families and their functions. He talks about the adaptive function of the family. These are some of the things he suggests. (While I am talking I wonder if you would like to translate this into a program of action for preparing people for occupations.) He suggests that the family has had to adapt to increasing lengths of education and increasing costs of education. Often a wife and mother must work in order to help provide education for the children. Does this call to mind the development of a wage-earning program? Doctors at mental institutions have decided that it is really better for patients to go home from the hospital as soon as possible -- that it is better for the patient to have home, family care since the home tends more and more to be the only place where people can get individual attention. Does this have implications for occupational preparation? In a highly industrialized society, you do not get individual attention in the grocery store or at the meat counter, you do not get it at the office where there may be 50 persons working in one room. The home becomes the only place where people can get individual attention.

If you recently have engaged yourself in thinking about Maslow's need theory in the development of self-actualization, you will recognize that some people in our economy believe that if the basic needs are met in the home then people will be better able to become self-actualized and find their self-realization in their occupational profession. To look at it another way, you will find that in the kind of homes that some have, the only place for true self-realization becomes on the job. As we talk about functions of the family, we need to consider the extent to which the family provides the basic needs so that people can achieve higher needs outside it, and the extent to which the family should provide the environment for the highest individual development. There is much concrete help in this theory for developing a wage-earning program.

All we have tried to do this morning is to prick--and I have been trying to prick me as I have been trying to prick you--to think through the basic principles which will guide us as we develop principles for occupational education.

---

[1] Vincent, Clark E. "Familia Spongia: The Adaptive Function". J. of Marriage and the Family, 28.29-36, February 1966.

Understanding The Changing Urban Society

Miss Rose Terlin, Chief
Economic Status and Opportunity
Division
Women's Bureau
U. S. Department of Labor
Washington, D. C.

Madam Chairman and members of the seminar group:

I bring you warmest greetings from Mrs. Keyserling and the staff of the Women's Bureau. Mrs. Keyserling was most regretful that circumstances prevent her own participation in this conference which she had been anticipating. After meeting today with the panel of reactors for this morning's session, I know she would not have been disappointed in her expectations for this meeting. I hope I can meet the responsibility of replacing her in helping us think together about this large and challenging subject of the changing urban society and its implications for your present work and future planning.

In 1900--less than half of our population lived in urban areas; by 1960--70 percent were living in urban areas; today the percentage of change is even greater--although we will probably have to wait until the 1970 Census data is published to know how much greater.

I submit that this 70 percent in urban areas constitutes a revolution of far-reaching proportions in terms of the patterns of peoples' lives. Not since Moses led the children of Israel out of Egypt to the promised land, has a vast movement of people held such historic significance, although the impact of the "Enclosures" that marked the beginnings of the Industrial Revolution may be comparable. The French Revolution, the Napoleanic wars,--even the Russian Revolution produced no such upheavals for the life of the ordinary citizen--most of whom remained peasants, tillers of the soil, or dwellers in country towns and villages.

Today in America--and in a relatively short span of time--all that has changed.

If I were to name three groups vitally affected by this vast exodus from rural areas to an urban society, I would list them as:

(1) our legislators--because our political structure lags far behind the living realities;

(2) our city planners and urban redevelopers and;

(3) our home economists.

What implications has this new, suddenly urbanized America for home economists? Why do I single you out?

This vast complex makes up what we must now think of as megalopolis--which, whether its inhabitants want it so or not, is all urban-oriented.

Our cities are in bad trouble. Many agree on this. In analyzing some of these "troubles" I am isolating those factors which home economists can do something about. I am not suggesting you revise the tax structure, as necessary as that is--(although some of the things you home economists know about budgeting might well prove useful to the "city fathers"). I am pointing to the problems we face; the new programs being developed to meet them; and the way we have to think about these things if home economists are to make their fullest contribution.

Before we can examine some of the elements of this "crisis of the cities" I want to indicate some of the changes in women's lives that constitute a component of this large change:

First of all, there are a lot more women--aged 14 and over:

1940 - 51,000,000
1965 - 71,000,000
1980 - 90,000,000 (as estimated)

This, with increased urbanization, has brought dramatic increases in the number of women in the labor force,--from 14 million in 1940 to nearly twice that figure today. It is projected that by 1980 there will be nearly 36½ million women in the labor force. This has a definite relation to the shift in population from an agriculturally-, to an industrially-, and then to a service-based economy--which in turn strengthens the trend towards urban living--and the demand for women in the labor force. The service-based economy requires more women workers and attracts more women into the labor force. Consider only the impact of Medicare on the need for personnel in all kinds of health service occupations, so largely staffed by women.

Before exploring some of the specifics, let us consider first the broader picture of women in this new urban setting in an industrialized society.

The shift from rural to urban civilization has also brought significant changes in home and family life which have been reflected in the changing pattern of women's lives. Most of the goods and services the family needs come from outside the home and labor saving devices in the home have simplified homemaking still further.

Being a wife and mother remains the primary goal for most women and rightly so, but possessed of the gifts of extended longevity and release from time-consuming household chores women also want and need to be a part of the world outside the home. They are eager to use their abilities, special talents and energies not only to fulfill personal ambitions but to make a meaningful contribution to the economic, social or political life of the community.

For many women the obvious choice, when they come to their middle years and find homemaking responsibilities less demanding, is paid employment. There are however compelling economic reasons why so many make this choice. Even in families where the husband is employed, our rising standard of living coupled with rising costs of education, consumer goods and services, health care and recreation in an urban setting, make the two-paycheck family an accepted American institution.

In many of what the Census calls "husband-wife families" the husband's salary is so low that his wife has no other choice but to work. Among these working wives, one-fifth had husbands who earned less than $3,000 a year in 1964. Another quarter had husbands with incomes of between $3,000 and $5,000 and just over another quarter had husbands with incomes of between $5,000 and $7,000. Working wives "with husbands present," as the Census Bureau describes them, comprise 57 percent of America's 26 million women workers in March 1965. As you note from the above data, 75 percent of the married women's husbands have incomes of less than $7,000 per year. Women who are widowed, separated or divorced account for another 20 percent of all women workers. Many of these women support themselves and often dependents as well.

The fact that so many women are combining homemaking and jobholding gives rise to many problems characteristic of our urban society. There is for instance the great need for new and expanded services that are home-oriented:

1. Child-Care Facilities

Of pressing concern is the need for child-care facilities. It is a fact of our times that one-fourth of all mothers with children under 6 years of age are in the labor force and this group of women is heavily concentrated on the lower rungs of the income ladder. These women are not working for pin-money but for the pins that hold the family together. In families where the husband's income is less than $3,000 a year, about 30 percent of mothers with children under 6 years of age are working. In sharp contrast, only one in seven mothers, with children so young in families where the husband's income is $7,000 or more, is employed.

In spite of the fact that, today, there are 4 million American children under 6 years of age whose mothers are in the labor force, licensed day-care facilities are available for only about 255,000 children. Last year the Women's Bureau of the Department of Labor and the Children's Bureau in the Department of Health, Education, and Welfare co-sponsored a national sample survey conducted by the Bureau of Census. We learned that of the more than 12 million children under 14, included in the survey, 8 percent were expected to care for themselves; 13 percent were looked after by the mother while she worked and 15 percent were cared for in homes other than their own. Nearly half of the children were provided care in their own homes, usually by their father or another relative.

Recent Federal legislation has been helpful to some extent. The increase of $3 million in Federal aid available under Title V of the Social Security Act will help provide more badly needed child-care facilities in the 49 States participating in the program. However, the problem is far from solved. We must consider that between 1960 and 1970, a 55 percent increase is expected in the number of working mothers, aged 20-44, with children under age 6.

Certainly in our planning for the future we should recognize the fact that it is not only mothers who work outside the home who require community services to help care for their children. The President's Commission on the Status of Women pointed this out in its report, American Women.

> Child care services are needed in all communities, for children of all kinds of families who may require day care, after school care, or intermittent care. In putting major emphasis on this need, the Commission affirms that child care facilities are essential for women in many different circumstances, whether they work outside the home or not.[1]

The Commission further recommended child-care centers be included in plans for housing developments, community centers, urban renewal projects and migratory labor camps and that after school and vacation activities be provided for children whose mothers must be away from home when children are not in school. "Failure to assure such services," the Commission pointed out, "reflects primarily a lack of community awareness of the realities of modern life."

The forward-looking urban community is also concerned with other services which are needed to strengthen the home and permit women to discharge more easily their family responsibilities and make a larger contribution to the world around them.

Today's urban woman seldom can count on the assistance of grandmothers, mothers-in-law and maiden aunts to share the home and help in its operation. While fathers tend to have a larger share in homemaking than was formerly true, they are away from home most of the day and the responsibility for home management falls almost exclusively on the mother. To further complicate her life, the growing mobility of today's jobholder may mean the family moves frequently and is likely to be an anonymous entity in a strange neighborhood.

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[1] Report of the President's Commission on the Status of Women, American Women, U. S. Government Printing Office: 1963, p.19.

2. Homemaker Services

In this setting, the family must turn to the community when illness or other emergencies disrupt normal life in the home. Homemaker services for those who can pay and those who cannot are as vital a part of a community's resources as health centers, rehabilitation services, family counseling facilities and opportunities for education in homemaking.

3. Household Employment

A very real need in almost every community is to find readily available household help. Yet in spite of the fact that there are many women seeking employment, the number of those going into household employment is rapidly declining. The situation is of particular concern to our Women's Bureau because we have found that low wages, poor working conditions, and the lack of status attributed to this work deter many women from entering the field. Nor are employers satisfied with the unskilled and often unschooled workers who do apply. They tend to expect "miracles" and perennially seek that "jewel of a maid"--in spite of long hours and low pay.

There were 1.4 million women private-household workers, excluding almost 350,000 babysitters, at the time of the 1960 census. In 1964, the median wage of those working year-round, full time, including the babysitters, was only $1,082. That this is an urban occupation is reflected in the 1960 census figures showing about 74 percent of such workers in urban areas. About 64 percent were Negroes and 54 percent lived in the South.

The Bureau's concern prompted us in 1964 to call a consultation of representatives from social agencies, women's organizations, government agencies and others interested in the problem. The consensus was that there was a real need for concerted action to explore the problems and work out new approaches to their solution. After a second such meeting, the private groups involved formed the National Committee on Household Employment in February 1965.

In February of this year the Committee was awarded a $105,000 contract under the Manpower Development and Training Act for an Experimental and Demonstration Program through which new approaches to recruiting, training, and placement of household workers will be possible. The National Committee which has also received some funds from several commercial enterprises and the American Woman's Association, will work through local Community Committees on Household Employment. These will assist in conducting surveys of employers needs, stimulate the organization of training programs and help recruit trainees.

Dr. Margaret Morris who is Project Director of the committee is an outstanding home economist.

While this is a pilot project, we believe that it will give us many clues as to how we can give this occupation greater status, improve wages, hours and other conditions of work and attract more women to it. Certainly it should help develop new techniques for providing home related services and for training the workers who will provide them.

4. The Poverty Problem

A most disturbing aspect of our urban life is the persistence of a hard-core poverty which, while it exists in rural areas and among the migrant farmworkers, is concentrated in the cities.

At the root of poverty is the inability of too large a segment of the population to earn enough to supply the basic necessities of life for themselves and their dependents.

Unemployment stood at 3,150,000 in February. This represents a drop in the unemployment rate from 4 to 3.7 percent, the lowest it has been since November 1953. These figures reflect an encouraging growth in our economy and they also indicate a measure of success in the Nation's war on poverty.

The role of home economist in the war on poverty undertaken by this administration is a significant one, with many facets. I shall highlight just a few in areas of the home economics field that may be most familiar to you.

Consumer-education Specialists

Under the direction of a trained home economist, teams are at work in local neighborhoods to accomplish two goals: (1) to enable families to understand the cost of credit and (2) at the same time to mount an attack on fraudulent credit charges, exposing those who prey on the poor. If you were to mount a motto on the American urban credit structure in many disadvantaged neighborhoods it might read: "To them that hath shall be given; from them that hath not shall be taken away even that which they have." These words were originally spoken--not in approbation--but in despair at the human situation of man's inhumanity to man.

The home economists are proving a most valuable ally in working with poor families: to help them with budgeting--to help them know how and where to buy; to expose frauds and to organize the poor themselves to take appropriate action to protect themselves. To their surprise, perhaps, many home economists are finding themselves functioning as directors in community organization projects--a field formerly reserved to professional social workers.

Nutrition Education

Beyond this very strategic area of consumer protection, is the even more universal need of consumer education for the nutritional development of the family. Many who have come from rural areas to our urban centers no longer have their small- or big-garden plots of fresh fruits and vegetables (carrots and tomatoes for the picking) but rely on the local supermarket where tomatoes are probably poorer and cost much more. There was a menu pattern among many poor share-croppers who have migrated in large numbers to our cities which--in spite of pellagra often characteristic--was still better than what they are getting in the cities. Collard greens have some food value; as do pigs' tails and sowbelly--among the most popular items in my supermarket in Washington. But, I'm sure you will readily agree--these food patterns are not adequate for family health in urban living. A whole new crash program on nutrition education is needed as our people become city-dwellers.

Department of Housing and Urban Development

A significant breakthrough in tackling urban problems was achieved at the Federal level with the establishment of the new Department of Housing and Urban Development. In a television interview yesterday, Dr. Charles Weaver, the Secretary of this new agency emphasized that the Department concept of rehabilitation of our urban communities includes both human and physical rehabilitation.

The Demonstration Cities Program,about which you will be hearing a great deal more, Secretary Weaver described as designed to provide total rehabilitation of deprived urban areas through a program which includes:

a. Increased education opportunities
b. Job Training
c. Homemaker Training

When Secretary Weaver was asked on the interview about the "most pressing needs," he answered:

a. More qualified and trained people
b. More know-how developed by experimentation
c. More money

All of this points to the need for a new kind of flexibility and new kind of curriculum for the whole distinguished field of home economics. This urban "revolution" calls for new pioneers--and were not the early home economists truly pioneers--to bring their resources to bear in creating a better life for all people. Pioneering is a time of innovation, creativity, experimentation but also a time for hard, disciplined work--work that often cannot be measured by results, in the short run.

In conclusion, I want to paraphrase Emma Lezarus who was a schoolteacher when she wrote the immortal words for the Statue of Liberty. These words could be spoken by our cities today as they face disintegrating rural America and the influx of the deprived who are also the hopeful, eager seekers who come to our cities:

> Send me your tired, your poor
> Your helpless masses yearning to breathe free:
> The wretched refuse of your tired shore
> Send these: the homeless, tempest-tossed to me
> I, the Golden City lift my lamp beside the golden door.

How shall the whole profession of home economists contribute its insights, its disciplines, its knowledge and know-how to create "golden cities"?

Dynamics of Change[1]

Dr. Henry Brickell
Assistant Superintendent
Manhasset Public Schools
Manhasset, New York

Part I The Dynamics of Educational Change[2]

What causes schools to change the way they allocate teachers, time, space, or other resources? How is shifting to ungraded classes, programed instruction, television, team teaching, large- and small-group instruction, and the like, achieved within the institutional framework? Given an existing set of dynamics and statics, how can more innovations be stimulated, evaluated, and the best ones extended to other schools and school systems?

To study the problem firsthand in New York State, the writer visited thirty-five local school systems of every complexion (one hundred schools, fifteen hundred classrooms), thirteen colleges and universities, the State Education Department, ten regional college-affiliated school-study councils, schools of medicine and agriculture, and a variety of professional, commercial, and school-related citizens' organizations. The discussion that follows is based upon the findings for one state, New York, but it has implications for school systems throughout the country.

The Process of Change within Local Schools

A school is a social institution in which someone teaches something to someone else with a method at a time in a place. The six major structural elements of the institution are teachers, subjects, students, methods, times, places. This study focused exclusively on programs which require significant shifts in the normal arrangement of those institutional elements.

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[1] EDITOR'S NOTE: Dr. Brickells presentation included comments based on his experiences reported in the publication, Organizing New York State for Educational Change. Part I of his presentation is reflected in an article from Theory Into Practice, Vol. I, No.2, April, 1962. Part II is composed of short excerpts from a paper prepared for the N.E.A. Center for the Study of Instruction.

[2] Theory Into Practice, Vol. I, No. 2, pp. 81-87, April, 1962.

The writer did not investigate classroom practice--the behavior that the teacher is usually free to exhibit in his own classroom with his own pupils. It was found that the public and the school board, the administrator, and the teacher exert varying degrees of influence in instituting broad educational changes.

The Public and the Board. Parents, citizens' groups, and boards of education are not strong agents in determining the path of instructional innovation, but their influence is decisive when exerted. The public and the board are important sources of demands for new or better results, but not for specific instructional innovations, perhaps because they know little about teaching methods. However, if they do develop a lively interest in a new type of program--foreign languages in the elementary school, for example--that innovation is likely to appear.

The public and the board ordinarily do not inhibit the profession in introducing structural innovation. Factors such as mutual selection of each other by administrators and communities evidently cause public wishes to be absorbed into the schools so effectively that severe dislocations between the hopes of the profession and the ambitions of the community are rare. Thus the public is not identifiable as a separate force.

The Administrator. Instructional innovations of the type studied are introduced by administrators--not by teachers. Even in the best of circumstances for the expression of new ideas--in schools where administrative authority is exercised with a light hand and faculty prerogative is strong--teachers seldom suggest distinctly new types of working patterns for themselves.

The complexity of group decision-making and the difficulty of a peer group's choosing among several attractive possibilities (or, more exactly, possibilities with different degrees of attractiveness for each member) are well known. The value of leadership and the uses of authority in such a situation are also well known. An administrator is powerful because he can marshal the necessary leadership, to precipitate a decision. He may not be, and frequently is not, the original source of interest in a new type of program; but unless he gives it his attention and actively promotes its use, it will not come into being.

The great significance of administrative initiative is heavily disguised. Phrases like "democratic administration," "the team approach," "shared decision-making," and "staff involvement" are commonplace. Behavior to match them is rare. The participation patterns in widespread use are very often little more than enabling arrangements, organized after an administrator has decided the general direction (and in some cases the actual details) of an instructional change. The control center of the school, as things are managed today, is the administrator.

The Teacher. In the absence of administrative initiative, classroom teachers apparently can make only three types of instructional change:

1. Change in classroom practice--that is, any alteration in instructional procedure which a teacher can accomplish in his own classroom without disturbing the work of other teachers.

2. Relocation of existing curriculum content--an activity which a group of teachers commonly initiates and can carry forward relatively unassisted so long as there is no administrative opposition. A typical example would be the relocating of arithmetic topics between the fourth and fifth grades to assure proper dovetailing.

3. Introduction of single special courses at the high-school level--these are commonly terminal courses in a sequence. They are often begun at the initiative of a teacher who has just returned from an intensive learning experience, such as a summer institute.

Introducing the Change and Evaluating It

Professional suspicion about the value of innovations in other school systems, and even about the sincerity of other innovators, is a widespread and serious inhibitor of educational change. Administrators and teachers suspect that many new programs may have been concocted largely to gain recognition for their sponsors.

The most persuasive experience a school person can have is to visit a successful new program and to observe it in action. Speeches, literature, research reports, and conversations with participants outside the actual instructional setting are interesting, but relatively unconvincing. However, anything "abnormal," "unreal," or "artificial" in the circumstances surrounding an observed program--that is, anything appreciably different from conditions in the visitor's own school system--can rob a visit of persuasive effect. For this reason, people from a rural school district, for example, have little interest in visiting a wealthy suburb.

Despite initial apathy or even opposition on the part of a number of teachers, new instructional programs can be successfully introduced. Faculty members ordinarily begin to prefer new methods within four months to a year after a novel program has been introduced, regardless of their very early reactions. It seems reasonable to believe that after teachers learn how to do the new job, they feel competent and secure.

Proposed innovations often arouse feelings of inadequacy and uncertainty in teachers. These feelings should not be mistaken for outright resistance to the change; this is seldom the case.

The key to successful innovation is providing assistance to the teachers as they begin to implement the new approach. More new programs have been destroyed by inability than by reluctance.

In evaluating instructional innovations,pupil reaction is usually considered sufficient as a criterion. In the eyes of the practitioner, no other evidence outweighs student reaction as a measure of success. More complex evaluative techniques are rarely used. Even if the normal operation of the school produces pertinent information, such as scores on standardized achievement tests, the data are inspected with interest but are almost never regarded as conclusive in and of themselves. For example, if achievement-test scores show little or no difference as a result of the new procedure (which is what they usually show) but students nevertheless respond to the instruction with interest or enthusiasm, the method is judged to be superior to what was done before.

Instructional changes are nearly always reported as resulting in improvement. Almost everything new seems to work better. The writer's observations led him to conclude that the attention, encouragement, and recognition given to teachers by persons outside the classroom during the introduction of new programs are among the strongest causes of their success.

Classroom teachers normally work in such isolation that the kind of attention provided by the principal and others during major instructional changes can scarecely fail to have an exhilarating effect. The "Hawthorne effect"--higher production stimulated by a change which does not alter the original resources--evidently goes hand in hand with educational innovation.

The Role of Outside Institutions and Organizations

A number of organizations outside the local school system attempt to influence innovations. They meet with mixed success.

The State Education Department. Because the state education agency in New York is larger and more influential than that in most other states, observations concerning it may have limited applicability. The following might fit a number of other state education departments:

The department both promotes and inhibits change. It encourages the adoption of innovations that it officially endorses, discourages the adoption of others. Departmental discouragement inhibits all but two types of schools--the slow-movers who never even reach the boundaries of state approval and the fast-movers who, in their own words, "Don't ask."

The department has no adequate mechanism for encouraging experimentation along lines that it does not officially approve. Despite many recent moves to sponsor innovation, it is still essentially prudential in outlook and devotes much of its effort to regulatory activities.

It is entirely too small to provide direct service to the schools.

The Colleges and Universities. Except for their role in training teachers, which is universally regarded as being of critical importance, the colleges and universities have little influence on instructional innovation in elementary and secondary schools. Very few of the local programs studied during the survey had been suggested, planned, evaluated, or even observed by college personnel--on either a paid or voluntary basis.

The colleges and universities are not well organized to exert direct influence on elementary and secondary programs and do not consider this to be one of their basic responsibilities. Institutions of higher learning are organized primarily to teach regular courses of predetermined content and length.

For instructional shifts of major scope, it is necessary to deal with the entire staff rather than with individual teachers. College courses designed for a collection of individuals must teach information and skills which will be useful in a variety of school settings. They cannot be directed narrowly toward the needs of one particular system, the form in which they would be most useful to a school system adopting a new instructional program.

No one in the profession understands the necessity for continuous in-service education as well as the college personnel who are providing pre-service education. They said quite frankly, "We do not pretend to turn out a finished product." They assert that the colleges do not attempt to equip the prospective teacher with specific instructional techniques, but concentrate on developing a general professional wisdom from which he can draw the specific techniques that he needs for any given task. Actual instruction in specific techniques was said to be the responsibility of the schools which employ the college graduates--a responsibility which most local schools patently are unable to meet.

Despite college disclaimers of any serious effort to teach specific techniques, the writer came away from the interviews with the strong impression that certain specific techniques are indeed taught, but that they can be better described as "currently in vogue" rather than as "basic professional wisdom." These are exemplified by methods of using a textbook, making lesson plans, and assigning homework. After close study, the writer concluded that teacher-education programs do not train teachers in how to carry out new instructional processes until those processes are in general use.

Professional Associations. The professional associations are the most effective communicators, not primarily because of their publications and programs, but rather because of the opportunities they provide for informal contact among individuals at meetings. (A talk with a trusted friend who has himself experienced a new program is very close to an actual visit in its persuasive effect.) Notwithstanding their effectiveness compared to other agencies, the communication which the associations provide is random, disjointed, overlapping, and unfocused.

College-Affiliated School-Study Councils. The college-affiliated school-study councils act primarily as communicators of information. They are rarely tied in directly with the process of changing the instructional approaches used in their member schools. These councils are generally poorly financed and weak in influence.

The heart of the problem seems to be that the study councils are usually managed by college personnel interested chiefly in discovering new information and paid for by local school systems interested chiefly in learning to do in the best way what is already known. The result is an enterprise so underfinanced that it can perform neither function very well.

Private Philanthropic Foundations. The great contribution of the private philanthropic foundations in education, as in other fields, is that they have created conditions under which able people could be freed to concentrate at least temporarily on limited functions. Some promising new programs have resulted. Nonetheless, it is difficult for private foundations to promote the spread of any distinctive instructional approaches that they have sponsored because of the professional suspicion aroused by any new approach, particularly one which is being actively advertised.

Commercial Organizations. The commercial organizations, such as textbook publishers, are extremely powerful. When they promote an instructional change, a great wave of influence sweeps over the schools. On the other hand, once they begin to market a given product, they serve as powerful inhibitors of change because they seek volume distribution and repeated sales of the same product.

All in all, the commercial organizations tend to be a unifying influence over curriculum content and instructional methods not only on the state-wide level, but nationally as well. They seem to hold the better schools and the better teachers short of the point they could reach, while taking poorer school systems and less capable teachers further than they would otherwise go.

The Three Phases of Instructional Innovation

The key conclusion of this study is that the design, the evaluation, and the dissemination of innovations are not at all the same. They are three distinctly different processes. The circumstances which are correct for any one of them are essentially wrong for the others. They cannot be reconciled. Moreover, most of the persons who work well in one phase do not work well in another.

The hallmark of the ideal design setting is freedom; the hallmark of the ideal evaluation setting is control; the hallmark of the ideal demonstration setting is normality.

Phase 1: Design. The ideal circumstances for the design of an improved instructional approach are artificial, enriched, and free. At their best, they provide a group of highly intelligent people, a somewhat limited problem, time to concentrate on a solution, ample money and resources, freedom to try almost anything, the likelihood that the solution will be used somewhere, and the prospect of personal recognition if the problem is solved. The more artificial, enriched, and free the setting, the more distinctive the innovation it is likely to produce.

Phase 2: Evaluation. The ideal circumstances for the evaluation of a new instructional approach are controlled, closely observed, and unfree. At their best, they provide conditions in which the forces that might influence the success of the new approach can be controlled when possible and kept under close surveillance when actual control is impossible. The freedom which is essential in searching for a good design is destructive in making a good evaluation.

Phase 3: Dissemination. The ideal circumstances for the dissemination of a new approach through demonstration are those which are ordinary, unenriched, and normal. At their best, they are exactly like the everyday situations in the observer's own school and community. Anything which the observer could label "abnormal" or "unrealistic"--such as the enriched conditions necessary for good design or the controlled conditions necessary for proper evaluation--robs the observed program of persuasive effect.

The most formidable block to instructional improvement today is that education--unlike medicine, agriculture, and industry--fails to distinguish the three phases of change: design, evaluation, and dissemination.

Part II Two Change Strategies For Local School Systems[1]

Two Local Change Strategies

This paper lays out two major strategies a local school system might use to bring about change in its instructional program after it has identified shortcomings in the learning of its students. Both are elaborate. In choosing to deal with change strategies available to those inside a school system, it ignores a panoply of forces in the outside school environment which are far more powerful than any which can be generated within the school. With that caveat clearly in mind, we proceed.

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[1] Short excerpts from a paper prepared for the NEA Center for the Study of Instruction, Oct. 1-3, 1965.

The major strategic decision for the local school system is whether it will invent a new instructional process or will adopt one invented elsewhere. Here the main road forks.[1]

Local Invention - A Set of Conditions

Few school systems are naturally rich enough in resources or free enough in atmosphere to provide the necessary hothouse conditions for the invention of a truly new instructional program. Faculties are so heavily burdened with the duties of operating current programs that they cannot simultaneously work out better ones. Thus the school system seriously intending to develop its own innovation must deliberately create an invention setting, the ingredients of which appear to be these:

1) A group of highly intelligent people with differentiated roles.

> It seems clear that shared goals, cross-pollination of ideas, mutual support during failure, reinforced exhilaration during success, the convenience of a sympathetic but critical hearing from fellow workers, and the creation of a cadre devoted to the spread of the ultimate invention are more than sufficient reasons to create a group rather than to rely on individuals working separately.

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[1] There is a third branch, most people would assert, called adaptation. Adaptation, in the conventional wisdom, represents the best of the other branches, being as it were an ingenious blending of invention and adoption. It is almost universally recommended and most schools claim to use it. My own observations have been that it is indeed a third pathway, usually laid out by wandering aimlessly back and forth between the other two, a pathway filled with trees and underbrush. Most adaptation, as I observe it, is not so much a shrewd redesigning of an outside program to fit special local contours as it is a matter of knocking the corners off trying to get it through the doors of the school. What gets inside looks like what the school was capable of understanding and reproducing -- its impressions of the innovation, so to speak -- a poor copy rather than an improvement over the original. In any case, adaptations can be understood as the invention of modifications in what is being adopted and will not be treated separately.

2) A limited problem.

Unless the problem area is narrowed so that a definite problem emerges which the group can solve with the time, talent, and funds available to it, success is not likely.

3) Available time.

Considerable working time must be allowed if a true innovation is sought.

4) A special place in which to work.

The choice of a work setting somehow separated from the familiar working environment enhances the sense of specialness which a successful working party always seems to develop. And it eliminates many interruptions.

5) An expected product.

Without in any way predetermining the nature of the final instructional program to be produced, it should be clearly established that the working party is expected to come up with a definite body of school practice which can be used to solve the problem.

6) Fundamental knowledge of human behavior and of subject content to be taught.

It is extremely valuable to infuse into an invention setting fundamental knowledge on which instructional techniques can be based. Principles from psychology, sociology, anthropology, and other behavioral sciences give the innovating group a broad platform on which to erect pedagogical methods.

If the working party is placing subject content into its new program, it is essential for it to have a deep knowledge of the subject selected.

7) Proper equipment and materials.

One characteristic of the schools in this nation which seems quite unlikely to change is the universal dependence of teachers on instructional equipment and materials to carry the subject content and often to guide the methods of their teaching. From this we can predict that a design team is entirely likely to express its ultimate invention in equipment and materials. It follows that the group must be given its choice of the components already on the market, and, more important, must be given the capability for producing novel equipment and materials over the entire spectra of audio, visual, and printed media.

8) Knowledge of parallel efforts.

It is desirable although not essential for the innovation team to know how others are attacking similar problems.

9) Freedom to design almost any promising approach.

Any kind of restriction in an invention setting lessens the chance of getting a truly distinctive answer.

It is probably best for the working party not to be guided by assumptions about what would be acceptable in the field -- at least in the exploratory stages -- because it is always conceivable that a new program of superb character could be widely disseminated even if quite distinct from those currently in use.

10) Try-out situations.

The designers must be offered locations in which the innovation can be tried repeatedly, redesigned if necessary, and tried again as a part of its actual invention.

11) The likelihood that the innovation will be used.

Most members of invention teams need to feel that if they design a useful program, a use will be found for it.

12) The prospect of personal recognition if the innovation is successful.

The invention group should be promised the option of broadcasting the results of their work in person and in writing if they wish to do so.

Local Adoption - A set of conditions

Most school systems must adopt their instructional programs.[1]

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[1] Adaptation, as indicated earlier, can be best conceived as the invention of modifications. It seems reasonable to believe that high-quality modifications can only come out of rich invention settings.

Depending upon the magnitude of the change, the following conditions appear to be necessary for authentic adoption and successful use.

1) An identifiable innovation.

The new program must be in a form which is identifiable describable, and reproducible. An instructional innovation must be adopted as a body of practice.

2) Public acceptance.

Public enthusiasm for the specific innovation is not necessary. (A particular innovation may not even have high visibility to outsiders.) However, while public neutrality is harmless, public opposition would in all likelihood devastate the innovation. Thus opposition must be prevented even if enthusiasm is not aroused.

The public must be informed about a change so that it will not come as a surprise and arouse opposition for that reason alone.

3) Strong administrative endorsement.

If any principle is well-established, it is that a positive desire for the changeover -- not merely a neutral acceptance -- must be displayed by the administrative staff.

4) Balanced attention to the novel and to the familiar.

Probably the most delicate balance to be struck in the introduction of an innovation is that between pointing out its familiar elements (to reassure teachers) and pointing out its distinctive ones (to show what the change is).

5) Convergence of outside reference group norms.

Staff members belong to professional associations outside the local school system and to other outside groups which can grant them status and prestige.

Favorable opinions of the innovation by outside professional leaders, by colleges or other schools which graduates will attend, or use of the innovation by highly-regarded school systems should be called to the attention of prospective local users.

6) Early staff awareness and interest.

Simple awareness can be established by printed material and by references in speeches. At a later stage, actual interest must be developed. A kind of "artificial visit" is needed.

It is at about this point that the staff will want to examine the actual instructional equipment and materials.

7) A sense of staff involvement.

It is highly desirable to have the prospective adopters (or representatives they have chosen) join the process of inquiring into the innovation.

8) The precipitation of a decision to try the innovation.

This is the great moment in the adoption of the innovation - events rise to this peak and trail downward from it.

It seems to be established beyond doubt that the best way to answer such questions is to have prospective adopters visit a site where the innovation is in actual use.

9) Testing program amended.

If a desired innovation does not coincide with school achievement tests, those tests must be made to coincide with the innovation.

10) Prohibitive regulations removed.

Regulations which might prevent - or appear to prevent - the adoption of the innovation must be amended, suspended, or otherwise lifted aside so that prospective users can see clearly that those barriers have been removed.

11) Physical facilities modified.

Some innovations require more space; some require new subdivisions of old space; some require more flexible allocations of it from day to day.

12) Time schedules adjusted.

If the innovation requires more operating time, or a shift in time placement, or more flexible time scheduling, arrangements for accommodating it should be planned in advance.

13) **Materials and equipment provided.**

Among the supremely critical conditions of successful innovation is the ready availability of teaching equipment and materials.

14) **Extra start-up time.**

To change requires more energy than to remain the same.

15) **Initial staff training.**

Of all the steps in adopting an innovation, the most consequential one is training the staff to conduct it. This is the key to success, an inescapable requirement of authentic adoption.

All the equipment and materials teachers will need to teach the program should be employed by them during their training.

16) **Continuing staff training.**

Turnover in school faculties is so high that in-service training in the new approach must be given continuously.

17) **Trial before final adoption.**

Some form of trial before permanent adoption serves as a final reassurance to the staff that the ship can still return to shore if the voyage seems doomed. There are two major forms the trial can take: 1) pilot use in a few selected settings, or 2) universal temporary adoption.

A Framework for Program Development[1]

Dr. Lawrence Borosage, Department of
Education, Michigan State University

I look upon this meeting of home economists who are considering the whole area of wage-earning occupations as a rather historic occasion. I am sure the outcome of your efforts will have a national impact, and I am excited about the fact that I have the opportunity to share this experience with you people. I hope that out of it will come all kinds of innovative activities.

I would like to talk about a kind of conceptual framework of program development, and secondly, about a specific local community situation, its agencies and instrumentalities that we will be working with in developing wage-earning programs.

First of all, I would like to mention six things I think all people in vocational education (trade and industrial, agriculture, business, distributive education, home economics) ought to look at in this year, 1966, in projecting where the program of vocational education should be in the next decade or the next 15 years. It is the undergirding rationale for what I am going to be talking about. These are not original with me; I wish they were. A representative of the Ford Foundation, laid these planks in connection with educational programs in local communities. Let me share with you the six things to which all people in vocational education must somehow subscribe.

(1) Vocational educators must have the capacity and the willingness to see the community and its vocational education needs as a whole rather than a collection of agencies and self-interests. From my own point of view, the day that we could look upon the four areas that have characterized vocational education as separate and discrete is long gone. As we look at the occupational world, what I see increasingly is the occupational man. No longer are occupations going to fit the neat tidy packages into

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[1] EDITOR'S NOTE: This article was prepared from a transcription of a tape recording of Dr. Borosage's presentation. The illustrations were taken from the recorder's minutes. As such the article is subject to the inevitable errors.

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which we have plugged them in the past. In other words I think people in home economics education must work closer with people in trade and industrial education. People in trade and industrial education must work closer with people in agriculture because the nature of the occupational world is such that it demands this kind of relationship.

(2) There must be the capacity to set some common goals, to fix priorities, to develop new approaches, to test these in action and to evaluate performance against national as well as local standards.

(3) Another capacity vocational educators must have is the capacity to mobilize governmental as well as private resources and to forge working relationships among agencies of both sectors. I would say this has particular applicability to the task in which you are engaged and are undertaking for the future.

(4) The capacity to involve and to affect critical centers of community power, is necessary to break the bottle-neck in education, employment, law and health and other fields.

(5) The capacity to finance the considerable cost of research and experimentation is no less vital.

(6) Finally, vocational educators need the capacity to convince the people involved -- on the one level, industrial, business, labor, governmental and civic leadership, and on the other level, the woman affected -- that these programs are for real; they are not window dressings for the status quo, not a crumb dropped conspicuously by the affluent few who dine at the community main table.

I would like to point out thirteen leadership sensitivities which individuals responsible for developing programs in wage-earning occupations in home economics must consider.

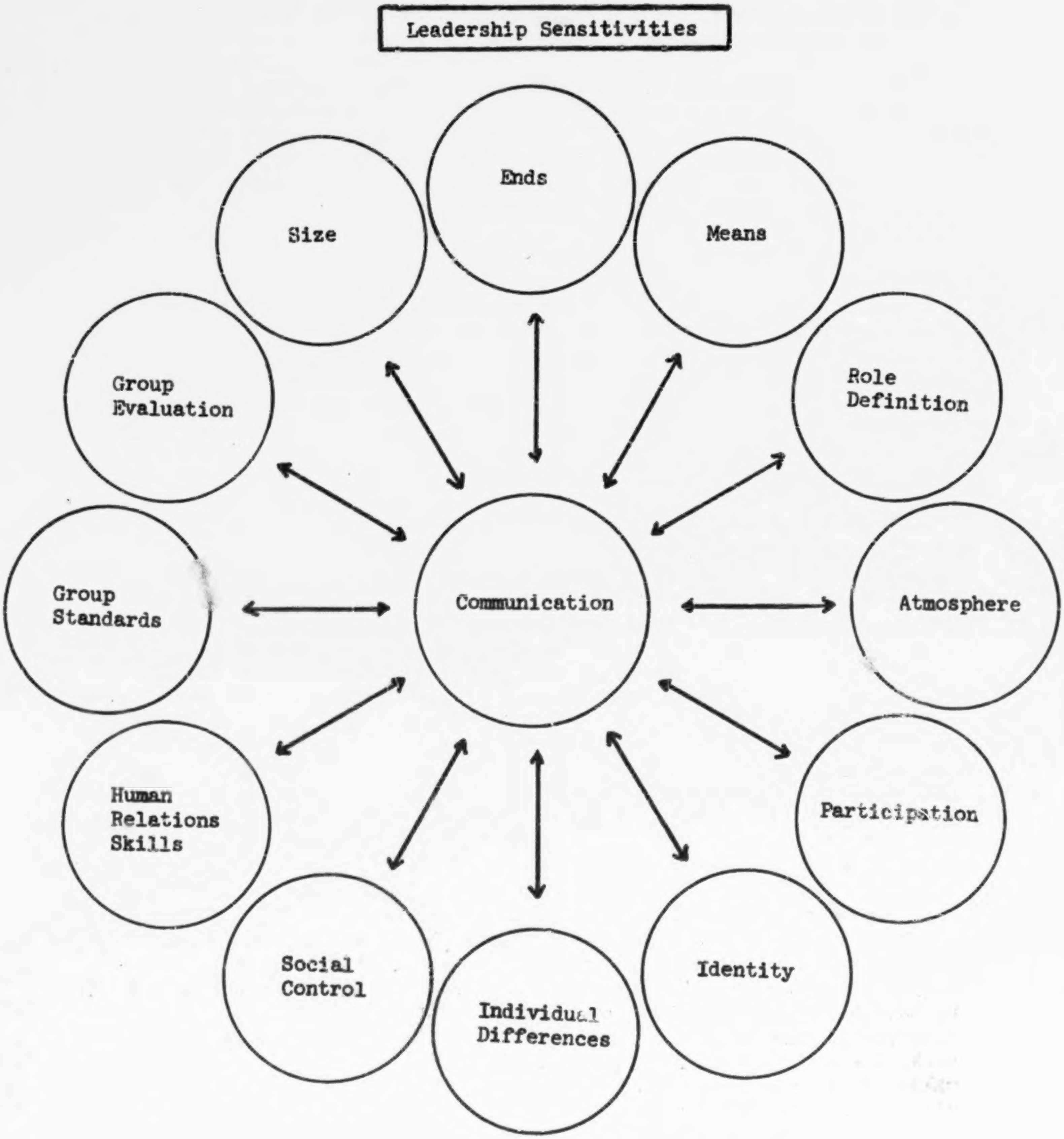
Communication

We must learn how to communicate with many different groups with which we have not been communicating. Communication is not something that exists in a vacuum. Communication is an all-pervasive ingredient to almost every act involved in program development. We must consider communication as it relates to the other twelve leadership sensitivities I am going to identify. Notice on Illustration I that the arrows are double headed between communication and the other leadership sensitivity areas.

Ends

Anyone in the leadership capacity must have the ability to do two kinds of things concerning the ends of the program. One is to state the objectives very clearly. If we do not have clearly stated objectives in terms of wage-earning occupations, it is going to be exceedingly

Illustration I


Leadership Sensitivities
Ends
Size
Means
Group Evaluation
Role Definition
Group Standards
Communication
Atmosphere
Human Relations Skills
Participation
Social Control
Individual Differences
Identity

difficult for us to communicate to the multiplicity of groups external to the school system. It will be equally difficult to communicate within the internal system.

The other dimension of the question of ends, is goals. In program development, in addition to the specific objectives, we also must consider long range goals. These goals must be clearly stated, particularly in dealing with periods of five to ten years in advance. In other words, one leadership sensitivity is to try to answer the question: What are we about or what are we trying to do?

Means

How are we going to try to achieve the objective or how are we going to try to achieve the goals which we have established for ourselves? What kinds of plans are we going to develop? What kind of a long range plan will expedite the long range goal? What kind of planning is needed for short range goals? Of more importance, how will we link the long-range and the short-range goals?

Role Identification

Sensitivity to role definition is of tremendous importance in the kinds of involvements that can be anticipated. Most communication break-down takes place in the whole question of ends, either because the goals and objectives are not clearly stated, or because roles are not clearly defined. Who is going to be responsible for what? For example, what is the role of the advisory committee? Can we define the role of that committee clearly? Will that committee see itself as a policy-making body rather than an advisory body? In the past when advisory committees have gotten into difficulty, it was frequently because their roles had not been clearly defined. How do we clarify the role of the employment service? Are we going to involve organizations and voluntary groups such as the AAUW? They certainly have a role to play. How are we going to define their roles so that there is understanding?

Atmosphere

The next leadership sensitivity, from my point of view, is creating the kind of an atmosphere in which people can work together. I am referring to the feeling, the tone, or the mood that exists in a group of people who are attempting to work together to arrive at some common goals. We know that the atmosphere can be characterized differently. Having listened to some home economists talk about the environment in which they work, I can only conclude that it is still a man's world. The decision making that takes place frequently is not necessarily from the point of view of what is best for the home economics program, but what is best from a male point of view. For example, if the decision maker has had most of his experience in the area of trade and industrial education, in all probability, he will give the area of trade and industrial education a great deal of emphasis. If the individual has had most of his experience in agricultural education, you can rest assured that decisions will emphatically reflect this area. This is the kind of hard reality of life in which I think unfortunately too many of you people find yourselves. The atmosphere frequently is characterized by strain, tension, and insecurity. If you have experienced this in your relationship with your peer group or with your superiors, you will recognize that it can also be experienced by those people you will be working with in developing programs. Those of us who are in leadership situations are the people that are responsible for creating the atmosphere.

Participation

Next, is the whole matter of participation. We are talking about more than just merely getting people together to sit down and talk about some of our problems. There are three ideas in this matter of participation as I see it. First of all, it is the mental and emotional involvement of people. People who are really going to participate in program development have to have the feeling that they have a mental and emotional involvement -- "I am really in on this thing." Second, to gain effective participation the individuals must feel that somehow they are making a contribution to the situation. Third, they must sense a responsibility for sharing.

Identity

Identity is a leadership sensitivity that may be a problem. We have found community and agency people are willing to come together; they are willing to discuss a problem; they may be willing to say, "Yes, we will cooperate in the solution of the problem." Then, everyone leaves and nothing much happens. I think part of the problem is that people want identity; they want to sense some identification. As home economists you want to preserve your identity, but if we are working with community agencies, with business, or with governmental agencies, we must remember that they want some identification, too. When these people begin to feel that they are losing their identity and are being subordinated to something else, watch and see what happens. They are not going to be interested in having a part in what we are attempting to achieve.

Individual Differences

Sensitivity to individual differences among the agencies with which we work cannot be overlooked. Their objectives and their goals may not be the same as those that you cherish. Consequently, we must recognize that there are differences in the groups as well as the people with which we will be working.

Social Control

The whole question of social control is the next leadership sensitivity. When we get groups of people to work together we find that in reality there are two types of organizations at work -- formal and informal. The formal organization may be reflected in a kind of organizational chart. But when you learn how things get done, you realize they don't necessarily follow the organization chart. The minute you put people into boxes your organization chart doesn't work any more, and it doesn't work because you have individual differences. I think that if you studied your own organization very, very closely (national associations, etc.) you would discover that the way we say things "ought" to happen is not necessarily the way things do happen. This is because we find other ways to get things done. I think we need to pay attention to this. In program development we need to recognize the way activities take place may not be indicated in the organizational pattern; this is largely because of the informal interaction that takes place among people.

Human Relations

Sensitivity to human relations would seem to be self-explanatory and therefore it will not be discussed here.

Group Standards

Group or individual standards are the level of individual or group operation that is acceptable. Some groups insist on high levels of performance and others are satisfied with mediocrity. In most instances the difference lies in identifying what is par for the course. What constitutes a good standard? What do we mean for example when we say, "This school has a good home economics program"? We are taking a look at that school in terms of some kind of standards or criteria. The standards of the group influence the criteria for the program.

Group Evaluation

If we have established certain kinds of goals and objectives, we need to ask periodically, "How are we doing?" If there is any vocational education area in which we have not quite measured up, I think this is the area. Our evaluation tools are not the best. We have not had time to do the kinds of things that need to be done in evaluation. The interesting part of it all is that at this juncture in history we are beginning to see that some of the private foundations and some of the private research organizations are really doing more from the standpoint of depth evaluation in vocational education than most vocational educators themselves. For example, I cite the kinds of studies in which the American Institute for Research is engaged. They have made some national studies of the process and the product of vocational education. We have never had a study of this depth, before, in 49 years of vocational education.

Even these studies lack something from the standpoint of sophisticated evaluation techniques.

Size

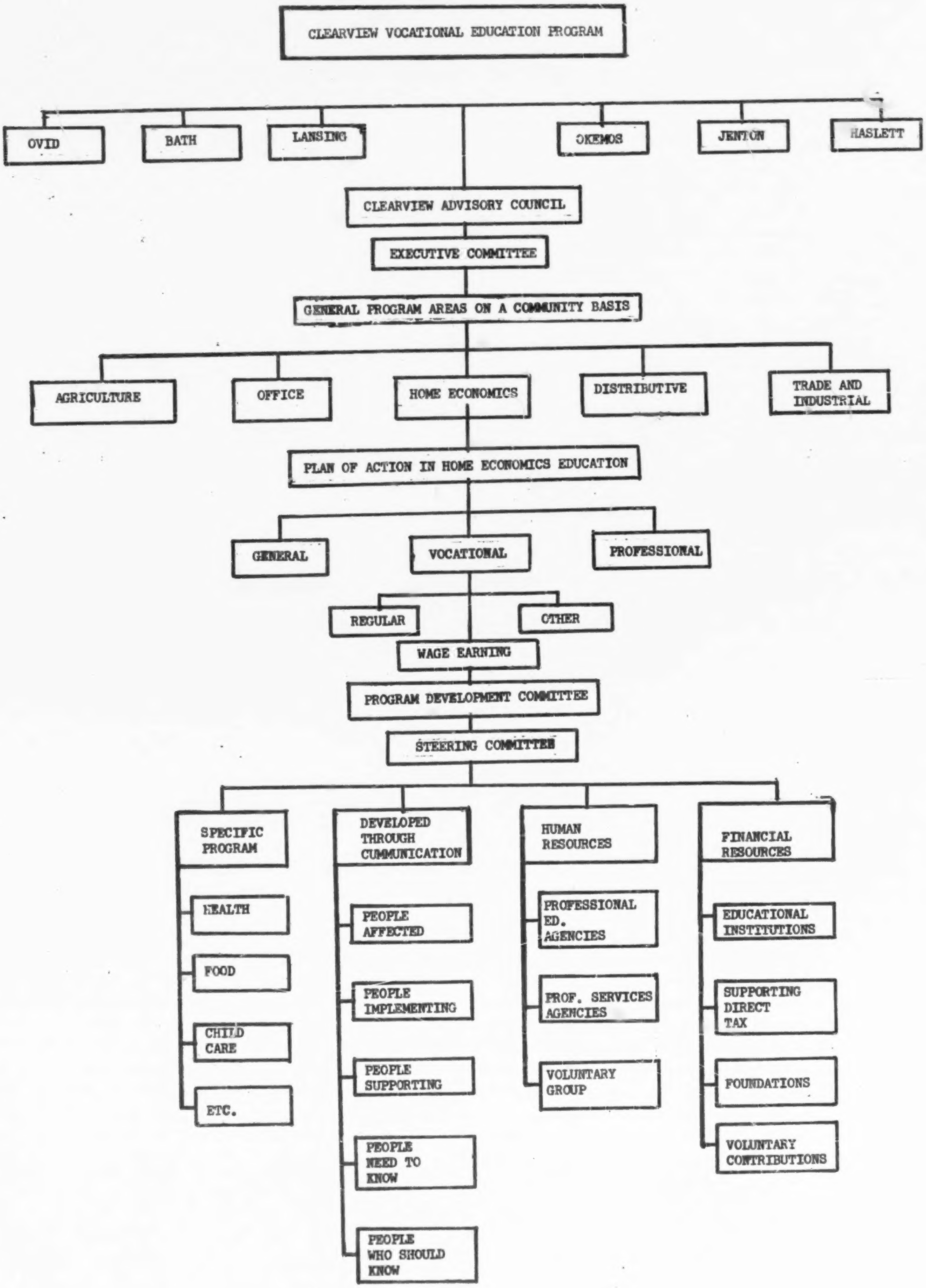
Finally, there is the whole concept of size. We are going to have to recognize when we talk about the concepts of size, and communication and programs that what is done in a smaller community is, of necessity, different than that which is done in a larger community. We have found in some of our evaluation studies that frequently the most effective program is not in the very small communities or the very large community but it is in medium-sized communities. Some of our findings show a higher student cost for vocational education in the medium-sized communities than in either the larger or smaller community. There is better equipment in the middle sized community than in the large or the very small community. These are some of the kinds of things we have to take into consideration in program development, depending upon the size of the community or the size of the program. These then are thirteen leadership sensitivities that any individual working in program development must take into account.

Now, how is this reflected? I am going to try to project what I have said up to this point into an organizational structure. I have set up a hypothetical community program which I shall call the Clearview Vocational Education Program (Illustration II). I am assuming that the Clearview Vocational Education Program involves a multiplicity of communities. This, increasingly, is the pattern. First of all there has to be an overall advisory council to determine the direction of the total vocational education program. General program areas, agriculture, office education, home economics, etc., are considered on a community-wide basis.

In home economics you will be concerned with general home economics programs and with vocational home economics programs. I have included a third category for which someone should have some responsibility, the professional aspect. What are we going to do with the people who now have degrees? Who is going to see that something happens to these people? It can be done. Persons in the audience here have demonstrated very beautifully what can be done to update professional people as well as to look at what is necessary in both the vocational and the general levels in a total home economics program.

Under the vocational program, I hear people talk about the regular program. Then I hear people talk about wage-earning programs, in some cases, as separate and discrete. I think ultimately in terms of long range planning we are going to have to get away from talking about the regular program and the wage-earning occupation program because I think

ILLUSTRATION II


CLEARVIEW VOCATIONAL EDUCATION PROGRAM
OVID
BATH
LANSING
OKEMOS
JENTON
HASLETT
CLEARVIEW ADVISORY COUNCIL
EXECUTIVE COMMITTEE
GENERAL PROGRAM AREAS ON A COMMUNITY BASIS
AGRICULTURE
OFFICE
HOME ECONOMICS
DISTRIBUTIVE
TRADE AND INDUSTRIAL
PLAN OF ACTION IN HOME ECONOMICS EDUCATION
GENERAL
VOCATIONAL
PROFESSIONAL
REGULAR
OTHER
WAGE EARNING
PROGRAM DEVELOPMENT COMMITTEE
STEERING COMMITTEE
SPECIFIC PROGRAM
HEALTH
FOOD
CHILD CARE
ETC.
DEVELOPED THROUGH CUMMUNICATION
PEOPLE AFFECTED
PEOPLE IMPLEMENTING
PEOPLE SUPPORTING
PEOPLE NEED TO KNOW
PEOPLE WHO SHOULD KNOW
HUMAN RESOURCES
PROFESSIONAL ED. AGENCIES
PROF. SERVICES AGENCIES
VOLUNTARY GROUP
FINANCIAL RESOURCES
EDUCATIONAL INSTITUTIONS
SUPPORTING DIRECT TAX
FOUNDATIONS
VOLUNTARY CONTRIBUTIONS

both of these are going to be synthesized together at one point. For wage-earning programs on a community-wide basis, we need to have a program development committee. This program development committee in a sense is the advisory body for wage-earning programs. Stemming from the program development committee is a steering committee made up of a few members who can help us in policy making.

Specific programs will be developed through communication, through human resources and through financial resources. These then are the next four categories of program development: (1) Identification of Specific Programs, (2) Development through Communication, (3) Development through Human Resources, (4) Development through Financial Resources. Starting with a plan of action for home economics wage-earning education let's take a look at the specific program areas. What are the major areas in which specific programs might be developed? There are health occupations. There are certain kinds of occupations that deal with food. There are occupations that deal with child care and one could go on. But I hope you don't find yourself trying to define with the greatest clarity these various occupational areas. Because if you do I think you are going to be spending the rest of your time trying to arrive at definitions and there isn't going to be very much action taking place. For example, if we didn't do anything about the learning process until we got a clear cut definition of how learning takes place, we wouldn't be in business. We still can't define how learning takes place although we make certain assumptions. What I am saying is don't get bogged down in definitions.

Moving on to the second category, we develop new programs in health occupations, food, child care, etc., by communicating with three groups in general. First, the people that are going to be affected by it -- students. I am talking not only about students in high school, but also about those who are adults, those who come from middle class families, and those who come from disadvantaged families. I am not really sure that we know how to communicate with the people who will be affected by many of the kinds of things that we will be doing. If for example you establish a program to train aids for low-income families, we have an entirely different communication problem because of the people affected. If we are talking about a program for people in higher education levels the value system involved is entirely different. The people who will be affected by the program, then, is the first group we are going to have to think about in terms of communication.

The second group with whom we are going to have to communicate includes the people who are implementing this program, those in the leadership capacity.

The third sub-group in the communication category represents the people supporting the program who in a sense are the decision makers. If I am a home economics teacher and I want to do something about wage-earning occupations there are certain people that must be contacted to legitimize the action that I am planning to initiate. These are the decision makers. If there is a home economics supervisor in the community, a director of vocational education, a superintendent of schools, a dean or president of the community college, or a director of adult education we need to communicate with these decision makers, people who are supporting the program.

The people who need to know about the program make up the fourth sub-group. If we establish pilot programs involving some university people as consultants and some people from the state department of education, they need to know what we are attempting to do in terms of program development. Then finally, the people who should know, the general public. The people in the community should know what we are attempting to do.

Illustration III shows another way of looking at communication. The home economist is placed in the center. All you need really in addition to the home economics educator is two other groups to have a program, the educational family (the administration broadly conceived and faculty), and the students. You don't have to go any further. But it is pretty risky for one to confine his or her efforts to these two groups. I think we have to go beyond that; we have to involve more individuals.

I would put into the next ring of the circle what I call key people. By key people, I mean leaders in education, business people, and those in labor and government. Now we have gone beyond the educational family, starting out into the community. Now, you can stop at that point and still have a program, or you can continue moving into a fifth circle that I will identify as cooperators. The term cooperators may refer to organizations or individuals, perhaps a home economics group, AAUW, a Kiwanis Club, all kinds of organizations with whom we may cooperate.

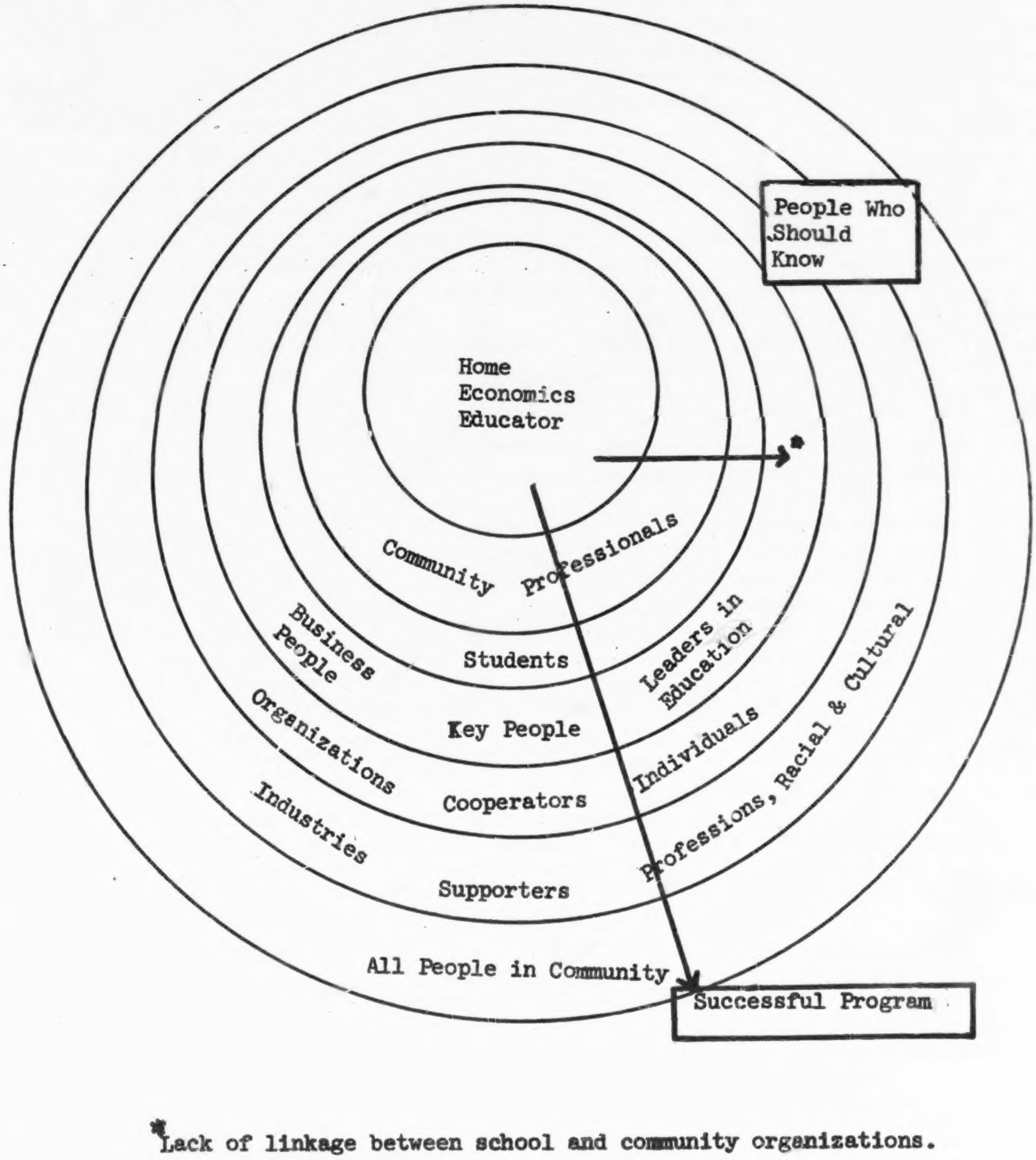
Then, going to the sixth ring of the circle, I have placed those I would refer to as supporters. They don't necessarily have to cooperate, but they support what we are attempting to do. One can get supporters from the professions, from racial and cultural groups, the urban league, from industries. They are not necessarily as directly involved in program planning as are the key persons. Then finally, I would go to the general public, including all of the people in any given community.

Again, your program could stop right here, but as it involves more and more people in the community, to that extent in my estimation, will the program be successful, and deeply rooted in the community. One of the concerns at the present time is the matter of linkage between the school and community organizations. Radially, we need to involve many, many more individuals.

To be more specific now in terms of communicating with the people who will be affected, we are going to have to take into account the

Illustration III

Program Explanation


People Who Should Know
Home Economics Educator
*
Community Professionals
Business People
Students
Leaders in Education
Organizations
Key People
Individuals
Cooperators
Industries
Supporters
Professions, Racial & Cultural
All People in Community
Successful Program

*Lack of linkage between school and community organizations.

language barrier with which we will be confronted as we work with some groups of people. It seems to me there has to be lateral communication among the people affected, those implementing and those supporting the program. For example home economists in the public school structure will need to communicate with not only their own faculty but also with dietitions in hospitals, in industry, and with many other groups that are not necessarily associated with the formal educational family but who can help from the stand point of implementation. We have indicated that these specific programs are going to be developed through communication with five audiences: (1) the people affected, (2) people implementing, (3) people supporting, (4) people who need to know and (5) people who should know.

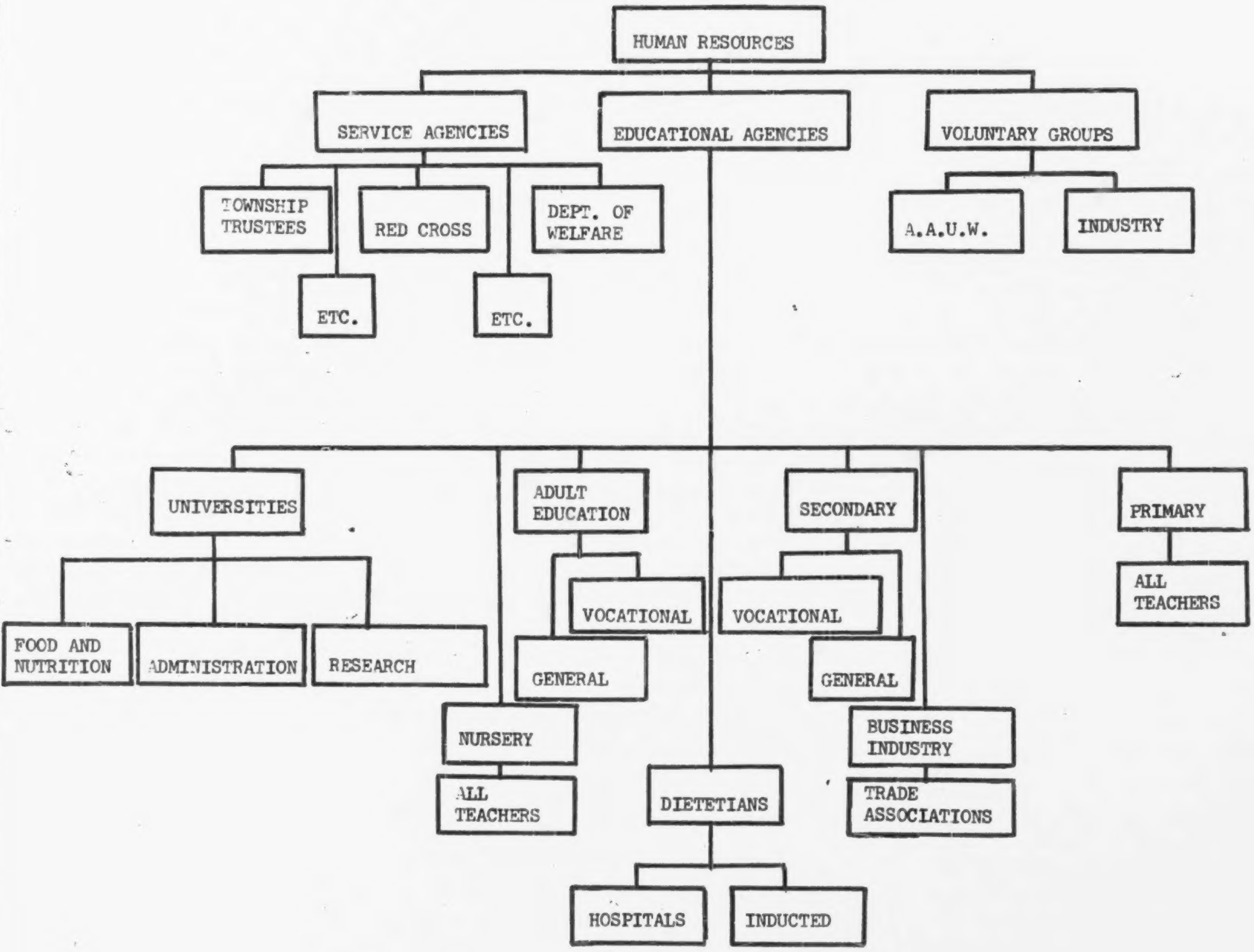
In a configuration showing three major categories of human resources we see: (1) educational agencies, (2) community service agencies, (3) voluntary groups (Illustration IV). Tracing through the human resources of the educational agencies, and thinking in terms of the totality, how can we involve as many people as possible who can make a contribution to a program? One place to start working with educational agencies is at the university level. For example, we can work with specialists in the university if we are dealing with food service. Help is needed from the administrators in universities if you are going to call upon these people to work with you on pilot projects. Department heads and deans make decisions regarding loads, and time expenditures that are involved. The third area in which universities can be involved is in research.

If we have either a general or a vocational adult education program in a community, what do we have to take into consideration from the standpoint of educating adults? What kinds of things can we do at the secondary level in both the vocational and the general home economics program? How can we involve teachers at the primary level? Where does guidance start? Does it start on the junior high school level, the elementary level? Thinking in terms of totality, what should be taking place on each of these levels in the exploratory function? For the educational aspect of business and industry we look to trade associations since they have an educational responsibility for their membership.

Developing human resources through service agencies may reach departments of welfare. I don't think that we can carry on certain kinds of programs in isolation from such service agencies. There may be certain kinds of programs which can be implemented by the Red Cross, Visiting Nurses Association, Department of Welfare and township trustees. Next we need to consider how to call upon voluntary groups that are established to work with us in program development. In some cases, in addition to searching out voluntary groups we may have to create them. The solution to the poverty program, for example, calls for people who are indigenous rather than external to the system.

ILLUSTRATION IV

CATEGORIES OF HUMAN RESOURCES


HUMAN RESOURCES
SERVICE AGENCIES
EDUCATIONAL AGENCIES
VOLUNTARY GROUPS
TOWNSHIP TRUSTEES
RED CROSS
DEPT. OF WELFARE
ETC.
ETC.
A.A.U.W.
INDUSTRY
UNIVERSITIES
ADULT EDUCATION
SECONDARY
PRIMARY
FOOD AND NUTRITION
ADMINISTRATION
RESEARCH
VOCATIONAL
GENERAL
VOCATIONAL
GENERAL
ALL TEACHERS
NURSERY
ALL TEACHERS
BUSINESS INDUSTRY
TRADE ASSOCIATIONS
DIETETIANS
HOSPITALS
INDUCTED

In the fourth category, financial resources (Illustration V), we look for material support through direct taxation, through support of the public schools. Certainly one can look for financial resources through voluntary contributions; this is happening. Finally if we are resourceful enough, how can we tap the foundations? Can we be creative enough to develop the kinds of proposals and the kinds of research that might attract the foundations? Can we get research funds to establish pilot and other research projects?

To move on to one final aspect let me suggest a system of relationships and program development in a rural community (Illustration VI). This system came out of some experimentation that we have been working with now for eleven years. The Michigan State University Advisory Committee has been working with two communities to get some real answers to this whole question of how to establish relationships among the university, a local school system, and the community and industry. Working with administrative persons such as a school superintendent involves role definition. How do you define the role of consultant? What do you want the university to do? What I am saying is that we must define roles. In this particular situation the role of the Michigan State University Advisory Committee was defined as: (1) consultation, (2) interviewer training, (3) research, (4) coordination and (5) publication.

An action committee was established in that local community and the functions of that action committee were (1) to plan the action and (2) to organize for the activities of survey, interpretation, responsibility for the pilot program, evaluation, and the follow up. In order to get the administrative cooperation of the community industry, broadly conceived, the third group was established. Beyond administrative cooperation we wanted the community industry group to designate the interviewers.

There are two ways in which you as a person in a leadership capacity, particularly that of participation, can move; two points of departure. You can say to yourself, "I know everything that needs to be known about home economics education in wage-earning occupations. I am going to make a decision as to what this program is going to be like." You can set up a program and you become the expert. Or on the other hand you can say to yourself, "Anything that we are going to do in this program is going to have a new approach. In addition to getting the facts and information which also serve an educational function, we are going to involve as many people as we can in order to utilize the educative function." I would make community studies and surveys even if I had all the information I needed to have to start a program. I would do this because I think the educative function is that important. The people in the community go through self-discovery as they become involved in digging out certain kinds of facts. As they internalize this project they sense what the real need is. Frequently we who are educational experts go ahead and get data together and we try to present this to people. This does not have the kind of impact on people as does the process of self-discovery.

Illustration V

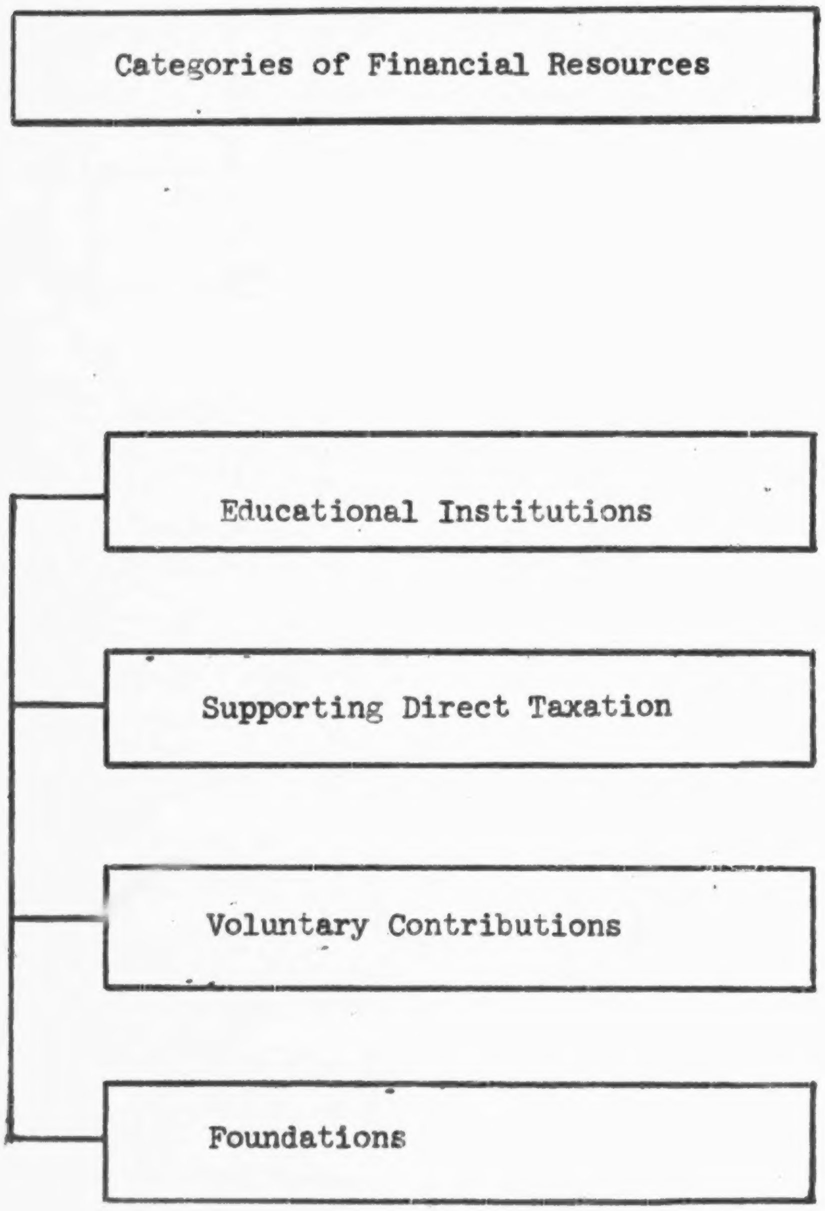
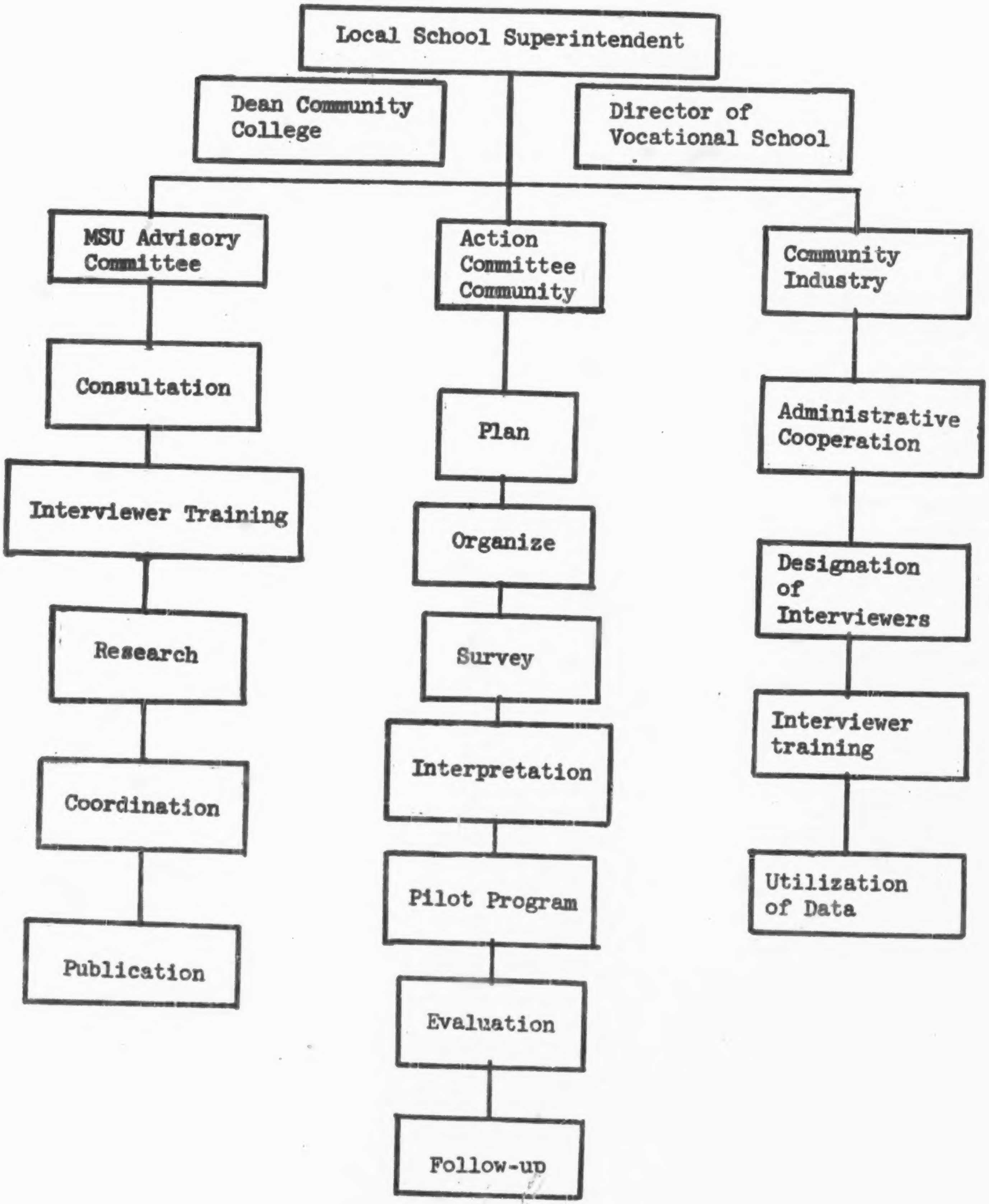

Categories of Financial Resources
Educational Institutions
Supporting Direct Taxation
Voluntary Contributions
Foundations

Illustration VI

System of Relationships in a Rural Community


Local School Superintendent
Dean Community College
Director of Vocational School
MSU Advisory Committee
Action Committee Community
Community Industry
Consultation
Interviewer Training
Research
Coordination
Publication
Plan
Organize
Survey
Interpretation
Pilot Program
Evaluation
Follow-up
Administrative Cooperation
Designation of Interviewers
Interviewer training
Utilization of Data

Who is in a better position to do interviewing to get information about wage-earning occupations for women in a community than employment managers and personnel directors? They do this everyday. Interviewing is their job. This is their area of expertise. When we conducted surveys for needed information we used people from the community or people from the industry -not necessarily the professional educators. We found two things; a higher degree of expertise in interviewing ability; and as I indicated before, internalizing this kind of experience, they learned. They, themselves, discovered the need.

We made the people in the community and in industry responsible for interviewer training, rather than people in public education. (It was interesting to find that they in turn called upon people in the university for assistance.) We made the community-industry group responsible for the utilization of data. We found, time and time again, individuals from industry and business could interpret some of the data much better than we could as educators.

Let me just summarize with four points. I think those of us in the field of vocational education are going to have to look at our programs a little bit differently than in the past. Next, all people in vocational education have to work closer together than we have because if we have had experiences that would be helpful to each other these experiences and competencies should be shared. Third, we need to develop some kinds of leadership sensitivities in terms of those 13 concepts that I have indicated. Finally, you can develop a program from a narrow point of view and still have a program, or you can decide to involve as many of the people in the community as possible to help you do the kind of thing that needs to be done. Some of these notions may be new or different to some of you. I hope, however, that they are not quite as different as those of the little teenager, who was looking over the labels at a perfume counter in the department store. Finding such captions as "Night of Passion," and "Embraceable," she looked up at the clerk and asked, "Don't you have something for a beginner?"

Development of Post-High School Programs[1]

Berenice Mallory
Chief, Home Economics Unit, Occupations Section
U.S. Office of Education

What do we mean by the term post-high school? Literally it means "after high school." It is the educational system which offers instructional programs after the high school becomes inappropriate to meet the needs of youth and adults. It often provides for both full-time and part-time educational programs.

Ten years ago there were fewer than 500 public institutions offering post-secondary occupational education in America. Today, there are twice that number. Ten years from today, using the same rate of growth, conservative estimates will increase this number to 2,000 institutions offering vocational education after high school.

The institutions offering post-high school programs may be grouped according to five types of organizational structure: high school, vocational-technical school or institute, technical institute, the community or junior college, and the university. Under the Vocational Education Act of 1963 all of these institutions meeting the "area" criteria in the Act may be classified as area vocational schools. Each of these schools performs a necessary function in post-high school occupational education. Their main characteristics may be described as follows:

High school - A secondary school offering post-high school occupational programs in addition to its regular secondary vocational curriculums.

Vocational-technical school or institute - A school specializing in occupational education which may operate as a high school although it is usually a post-high institution. It may be administered by a local school district, a county school system, or it may be administered and operated as a state school.

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[1] This paper draws heavily on: "Post-High School Occupational Education." Prepared for use in the Regional Conferences conducted by the Division of Vocational and Technical Education during January and February, 1965.

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Technical institute - A highly specialized single purpose institution offering training in technical occupations in which emphasis is placed on the application of the functional aspects of science and technology.

Community or junior college - A two-year college providing short and long-range occupational programs as well as parallel academic college programs.

University - A division or department of a four-year institution offering occupational curriculum designed to fit persons for gainful employment in recognized occupations which require less than a baccalaureate degree for entry.

The majority of students who enroll will probably be between the ages of 18 and 25, although older groups are often represented in such programs of occupational preparation. As more and more programs develop, it is likely that we will find a wider age span among the enrollees in such courses.

In this presentation I will discuss briefly the need for post-high school education, explore some of the urgent problems, and review briefly some of the types of programs at the post-high school level which are being developed to prepare for occupations using home economics knowledge and skills.

Need for post-high school education

It is a bit amazing to realize that we are starting to prepare the leaders for the year 2000. The post-secondary 18-year old of today will be the past-50-year-old worker in the year 2000.

Young people in large numbers will be the outstanding characteristic of the work force in the next 10 to 15 years. To illustrate: according to information from the Occupational Outlook Handbook the number of 18-year olds in 1965 was 3.8 million. By 1975 this number will have risen to 4.1 million. Young people under 25 will account for almost half of the net increase of the labor force between 1960 and 1970; their proportion growing from less than 19 percent to more than 23 percent. From 1960 to 1975 the labor force will grow from 73 million to 93 million, an increase of 27 percent. Those under 25 will equal 42 million in this 15-year period.

The presence of so many who must find their role in society and make their contribution to the economy of the society is significant. The majority of this group will not require a baccalaureate degree as preparation for work but they will, nevertheless, require more than a high school diploma. The findings of the President's Panel of Consultants on Vocational Education indicated that eight out of ten youngsters now in grade school will not finish four years of college. The Secretary of Labor reported to President Johnson in 1965 that of the 3.5 million Americans who will turn 18 this year of 1966, 200,000 will be unable to find room in colleges and another 300,000 will be unable to find jobs. These figures indicate that enrollments in occupational education must be substantially increased if this group of youth, 500,000 in number, is to be served.

Advantages of post-high school occupational education

A number of advantages may be identified for providing more post-high school occupational education. Some of these are individual advantages to the community, state, or region.

- Society places a premium on education. Two years of post-high school education is fast becoming the accepted norm. Those who have completed such programs may be as common in tomorrow's community as the high school graduate is today.
- Occupational programs in a community college, technical institute, or other institute offering sound vocational education are likely to attract large numbers of students who would not otherwise further their education.
- Students who can look forward to spending two post-high school years in preparation for future occupations will be able to plan their high school program in a different way, i.e., they can spend more time in high school gaining a foundation for later occupational programs.
- Students who elect to start vocational training in high school and continue it in post-high school can build on their training for minimum job entry, and they can acquire a broader and more specialized background necessary in higher occupational levels.
- An area, a community, or a region that provides adequate post-high school programs in community colleges, technical institutes or other types of institutions receive the interest and attention of industry that is seeking sites for relocation. Industries are more interested in being located in places where they can look to such post-high school education as the source of preparation for workers.
- To the extent that we provide adequate post-high school programs we will be able to minimize the immediate impact on the labor market of students who are ill-equipped to begin work.

In the past education beyond high school has been concerned primarily with students heading for the professions. However, in today's world industry, business, health, and welfare programs have increased the demand for vocational preparation for all workers from the single skilled to the semi-professional. The required knowledge and skills for the various jobs can no longer be passed from one generation to the next. Therefore, employers' stake in sound education for occupations is increasing.

Some considerations in developing post-high school occupational education

1. Providing a state-wide plan for post-secondary education
   The functions of the different types of educational institutions available to provide training after high school need to be identified clearly so that their potential in a state-wide plan can be measured. For example: community colleges may concentrate effort on parallel college programs and be concerned primarily with transfer courses. Other institutions may emphasize occupational programs, and still others may serve the dual purpose of providing vocational curriculums for jobs and parallel college programs. Some technical institutes may offer curriculums totally specialized in job skills and knowledge; while others may require a core of academic courses in the occupational program.

   The task of educating out-of-school youth and adults for jobs that would otherwise be unobtainable by them is so significant to the social and economic health of the State and the Nation, that the combined efforts of many kinds of institutions seem essential. However, the important fact is not so much the number of institutions available, but that realistic occupational curriculums are provided under a master plan for post-high school education.

2. Providing preparation for a wide range of occupations
   The post-high school curriculums should provide preparation for occupations ranging from the less complex to those requiring sophisticated competencies.

   The youth and adults needing training after high school include individuals of varying achievements. Some students enrolled in post-high school institutions will have completed organized high school programs of vocational education. They will need greater breadth or depth in an occupational field so that initial employment for them will be a position of greater responsibility. Other high school graduates will have had no prior vocational preparation. The challenge then becomes that of providing a course of study for all of these individuals so that their motivation will be increased and their potential for an occupationally productive citizen will not be lost.

3. Achieving the primary purpose--employment competency
   Occupational curriculums in post-high school institutions should have as their primary purpose, the achievement of competencies needed for employment, growth, and flexibility in a specific job or job cluster.

   Reimbursable post-high school vocational education by law is limited to job preparation not requiring a baccalaureate degree. Courses are to be made available to individuals whose vocational intent is a matter of record and whose employment objectives may be classified jobs for which the curriculums have been planned.

4. Providing adequate facilities and equipment
Equipment and facilities for post-high school occupational education should be such as to attract prospective students as well as to enhance the quality of instruction. It is an oversimplification to say that the equipment and facilities stimulate interest in post-high school programs. However, there is little doubt that up-to-date equipment in operation, facilities that simulate employment conditions, and students learning in a job environment act as a magnet for enrollment.

   It is not enough just to make vocational curriculums available. They should occupy appropriate locations in the school plan; and the equipment facilities and library should be up-to-date and sufficient to provide quality programs.

5. Utilizing research to undergird and support program development
Research activities should have an important role in the development of post-high school programs for job preparation.

   Many of the procedures followed and the opinions expressed about post-high school vocational education have been developed out of expediency, individual initiative, and personal philosophy. Literature documenting successful experiences at this level of training remains scarce. There is still much to be known. Research studies are essential to undergird and direct the expansion of vocational education programs for youth and adults seeking study at the post-high school level. It behooves us to design studies and pilot programs that will produce valid results. Findings need to be shared and a climate built for needed change.

   Ideally, every aspect of post-high school vocational education should feel the impact of research activities. Some areas which seem to merit priority treatment are: (1) the articulation of post-high school curriculum with job training provided in secondary schools; (2) patterns for cooperative training or supervised work experience in post secondary programs; (3) curriculums to prepare for jobs requiring skills or knowledge overlapping two or more vocational fields; (4) variations in scheduling appropriate to the vocational objectives for post-high school students.

as semi-professional or less. Vocational education which is designed as a part of a four-year bachelor's degree curriculum, therefore, is not part of the reimbursable program.

However, it should not be the purpose of post-high school vocational education to restrict the educational ambitions of those enrolled in the organized curriculum being completed. On the contrary, the nature of the employment and individual potential for growth make it imperative that further education, whether in vocational or adult classes or under other auspices, be emphasized as a fact of work life.

Some community colleges and technical institutes which receive vocational funds have open-end programs which include arrangements for selected students who are enrolled in occupational curriculums to transfer to a bachelors degree program with little or no loss of credit. The problem, however, is to avoid weakening the occupational preparation in order to protect the transfer status of the students who will continue their formal education.

Institutions that provide such opportunities for transfer must be sure that the following safeguards exist: (1) each occupational curriculum is designed to achieve, without compromise, competencies needed for employment, growth, and flexibility within a specific job or job cluster; (2) students enrolling are aware of the extent and purpose of the occupational curriculum.

Within these provisions it is the privilege of the post-secondary institution to include transfer as a sub-objective of a vocational curriculum. As he matures in his vocational plans, it becomes a decision of the student whether or not to seek transfer to a baccalaureate program. It becomes a prerogative of the senior institution to accept in transfer all, some, or none of the occupational course work.

In planning vocational curriculum to meet employment requirements and opportunities many patterns for organizing instruction may be considered. All, however, should go beyond the attainment of mere entry competencies, i.e., those specialized knowledges and manipulative skills necessary to obtain a job. The teaching of basic principles which do not become obsolete will provide flexibility within a job cluster and the background needed for growth in an occupation. Related and general education as individual differences make it appropriate, will promote useful and productive contributions by the worker-citizen.

Whatever organizational patterns are determined to be appropriate by an institution, the vocational integrity of the offering must be evident. This will be the case when the controlling objective is to develop those copetencies needed to get, to hold, and to grow in the

Post-high school programs for home economics related occupations

States are in very different stages in their development of post-high school programs for occupations using home economics knowledge and skills. In some states, programs are being initiated, in others established programs are being strengthened; in still others, offerings are being expanded. Regardless of where I go or with whom I talk the place of post-high school programs in the total offering in home economics is a topic of concern.

Questions for discussion

For our further discussion of post-high school programs, I should like to suggest the following questions, some of which have been submitted to us, and others which will have to be answered as programs are established.

1. For what occupational objectives should programs to established? For what jobs are graduates prepared?

   The materials we receive and the questions we are asked indicate the two areas in which most programs are being developed:

   food management, production and service and
   care and guidance of children

   Programs have various titles and prepare for various types of jobs.

   For example:

   -- Curriculum for Food Service Administration in a junior college in Phoenix, Arizona prepares for "beginning supervisory positions in the quantity foods field in industrial and school cafeterias, hospitals, restaurants and hotels.

   --A curriculum with the same title at the Agricultural and Technical College at Morrisville, New York prepares for "positions of responsibility in commercial restaurants, cafeterias, hospital dietary departments and dining halls.

Both of these are two-year programs. In contrast the job opportunity from a nine-month course at the Madison (Wisconsin) Vocational, Technical, and Adult School is entitled Food Service Assistant and prepares for work in hospitals, college or university residence halls, school lunch programs, homes for aged, nursing homes and child care centers. It is indicated that the assistant works under the supervision of a dietitian or food service supervisor.

The Child Development curriculum in preschool education at the Woodrow Wilson Branch of the Chicago City Junior College indicates it provides training for work in nursery schools, day care centers, programs for culturally deprived children.

In deciding on programs to be established we shall need to answer such questions as:

What are the present opportunities for employment?
What jobs are likely to open up?
What are the particular occupations in which we in home economics have an interest and are qualified to develop?

Hopefully, imaginative and innovative programs will be developed. For example, what are the possibilities for (1) helpers for home economics teachers, (2) aides and assistants to social workers, (3) assistants in research laboratories?

2. What will be the relative emphasis in the curriculum on general education and on the education needed for an occupation or a cluster of occupations?

All of the two-year post-high school programs which I have reviewed include required courses in general education or liberal arts.

At Orange Coast College, California, there is a two-year curriculum leading to an Associate of Arts degree. Its goal is a cluster of occupations in--

hotels, restaurants, clubs, colleges, and industry, as cooks or assistant cooks, bakers, chef's assistants;
hospital and nursing homes as food service supervisors; and
school cafeterias as manager or cook manager.

Course requirements are:

23-24 hours general education
26 hours food service courses
9-11 hours specialty option

The Child Care curriculum at Woodrow Wilson Branch, Chicago City Junior College is another two-year program leading to an Associate Arts degree.

This curriculum consists of specialized courses in nursery school (40%), related courses (20%), general education (40%).

3. What experience beyond the classroom should be provided? What will be the plan for supervision?

A few examples:

The Madison Vocational School program for Food Service Assistant indicates that approximately two-thirds of the 36 week training program will be spent in supervised learning situations in hospitals, university residence halls and other institutions.

Another program in Care and Guidance of Children indicates that students are required to participate in field orientation experience in a local child-care center.

A group discussing preparation for child care identified these questions to be answered:

What kind of experiences do students need?
When should they have these experiences?
Where will appropriate experiences be available?
Who will secure the work experience positions?
Who will supervise?
Will students be paid for in-training work experience?

4. What shall be the admission requirements?

It is difficult to determine admission requirements from reading program announcements or catalogues. For example, the leaflet on the Child Care curriculum from the Chicago Junior College states that--

> "all high school graduates are eligible to apply as are non-graduates who have passed the General Education Development Examination and advanced students interested only in specialized courses."

This indefinite statement is understandable when one realizes that the institution is offering

-- a two-year program leading to an Associate in Arts degree
-- a one-year program for those who have an A.A. or a B.A. and want to prepare for work in child care
-- specialized courses for persons working in child care to up-grade competencies

The leaflet describing the Food Service technology course in Columbus, Ohio, states that applicants must have a high school diploma and be, generally speaking, in the upper two-thirds of the high school class. It suggests that a high school background in biology, chemistry, and business courses is desirable. A statement verifying good health and the passing of several college entrance examinations is also required.

5. Should we have an advisory committee? What would be its composition and function?

I'm sure we all recognize that if programs preparing for occupations are to succeed they will need the counsel and support of prospective employers.

Over the past two years the people in our office have worked with persons representing a wide variety of groups in order to get suggestions and feelings about programs being planned to prepare for occupations. Some of these are Children's Bureau, Public Health Service, Social Welfare, Housing, and Women's Bureau.

There are a number of decisions that will need to be made in relation to the establishment and use of an advisory committee.

What are its functions?
What should be the membership? (Plan for rotating membership.)
Who will be responsible for setting up the committee?
How often will it meet?
Who will plan meetings and keep records?

Since questions relevant to staff needs and qualifications as well as equipment and other resource needs have been developed by other Seminar participants, they have not been included in this presentation.

Use of Research Studies

Dr. Elizabeth Simpson, Chairman,
Home Economics Education,
University of Illinois

My assignment was to review research and training programs that might be of special interest to those concerned with the occupationally-oriented programs in home economics education. What I shall present here will not be a comprehensive review of all that is being done in this area. Two major sources of information were used in locating studies: lists of studies and special programs funded under the federal education acts and reports supplied by home economics educators in several colleges and universities. Fifty colleges were contacted with a request for reports of any studies or workshops concerned with occupational education in home economics. These fifty were selected because there appeared to be some reason to believe that they might have some special activities in progress in this area.

What we discovered was not unexpected. There were not many reports of studies available. A number of studies are in progress. It seems that every day one hears of projects just approved for funding, just underway, half-completed. In most cases, the investigator or project director says, "Wait until my results are in. I am not ready to make a report just yet." But, let me report what two assistants and I did find.

One interesting thing to look for in the reports is the way in which some of the current issues related to employment education in home economics are related to the studies. As one example, Roy Roberts' point of view regarding the relationship between the homemaking and occupationally-oriented aspects of the program may be seen in his choice of problem and the implications drawn from the findings.

Gainful Employment of Former Homemaking Students and the Knowledges and Skills Contributed by the Homemaking Curriculum

Dr. Roberts is Professor Emeritus of Vocational Education, University of Arkansas, Fayetteville. His study that I am reporting is titled, "Determining Kinds of Gainful Employment in Which Former Homemaking Students from Arkansas Secondary Schools Engage, and What Knowledge and Skills Homemaking Curriculum May Contribute to These Gainful Occupations." This study was funded under the Vocational Act of 1963.

The study was designed to answer these questions:[1]

1. What kinds of gainful employment do homemaking students engage in and when do they accept gainful employment?

2. What information and skills are needed for these gainful occupations?

3. To what extent is instruction in the information and skills needed for these gainful occupations included in the home economics curriculums?

4. To what extent may curriculum revisions be made to include units or parts of units containing knowledge and skills needed in the gainful occupations?

Data were obtained from (1) questionnaires sent to former homemaking students, (2) letters to employers of these students, (3) information from school records, (4) job descriptions and analyses, and (5) opinions of qualified consultants. The questionnaires were given to 82 teachers with instructions for obtaining the data sought. These teachers were all ones who had taught in the same school since 1955, that is, ten years. Eighty-seven firms and individuals were contacted for information about the preparation for employment of former homemaking students. A two-day conference was held for discussing and evaluating the data and job descriptions.

Data were obtained from 1,640 former homemaking students who were involved in vocational homemaking courses 10 years ago. Of this number, 71 percent had been employed in a gainful occupation some time during the 10-year period. Most were employed in clerical, sales and service occupations. For the most part, the college graduates were employed as elementary school teachers.

About one-half of the former students indicated that they had acquired knowledge and skill in high school homemaking courses useful to them in their gainful occupations. Specific kinds of knowledge and skills acquired were in the areas of personal relations, clothing selection, grooming, food, and etiquette. The data indicate that the homemaking courses provide competencies concerned with both the technical and personal relations aspects of the occupations.

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[1] Roberts, Roy W., Determining Kinds of Gainful Employment in Which Former Homemaking Students from Arkansas Secondary Schools Engage and What Knowledge and Skills Homemaking Curriculums May Contribute to These Gainful Occupations, College of Education, Fayetteville, Arkansas, February, 1966, p. 5.

The panel of consultants found that job descriptions for occupations in which former homemaking students were employed contained references to many competencies usually included in homemaking courses.

Roberts concluded that the data of the study suggest that present day home economics courses may be enriched to include many competencies needed by young women who enter gainful occupations without reducing the value of the content for homemakers.

The study suggests there is a need for special courses in some aspects of home economics for young women who expect to enter the labor force after high school graduation. The courses may include competencies in occupations such as those concerned with the preparation and serving of food, hotel and motel housekeeping, child care, care of the aging, power sewing, technical information for sales persons and home management and home decoration occupations. Roberts suggests the possibility of having occupationally-competent persons teach the wage-earning courses under the supervision of the home economics teacher. He points up there is a need for preparation for employment in home economics related occupations at the post-high school level.

Occupational Opportunities in Food Service

A master's study, conducted at the University of California by Dale R. Rossi,[1] was designed to explore the available occupational opportunities in the food service industry within the City of Santa Monica for high school students with knowledge and skill in home economics. The purposes were:

1. To identify the specific occupations where the knowledge and skills acquired in home economics can be applied.
2. To determine the training necessary to develop marketable skills which will enable the trainee to enter the occupational field.
3. To analyze and identify abilities, attitudes, and work standards which will enable the trainee to obtain and hold a job.

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[1] Rossi, Dale Rhodehamel, A Study of the Occupational Opportunities in the Food Service Industry in the Santa Monica Area for Secondary School Students With Home Economics Skills, unpublished study, University of California, 1966.

4. To determine the optimum training time necessary to develop such skills.

5. To study the physical requirements and equipment necessary to implement such a training program under conditions similar to those of actual occupation.

The sample consisted of commercial concerns whose primary function is the preparation or service of food for profit and noncommercial concerns whose service of food is a supplementary function, such as hospitals. A questionnaire-interview was the method of investigation employed.

Knowledges Needed by Mothers and Workers in Child-Related Occupations

Ruth Whitmarsh is chief investigator for an exploratory study of knowledges in child development and guidance needed by mothers and workers in occupations related to child care. This project, funded under the Vocational Education Act of 1963, is being conducted at the University of Illinois. The purpose of the study is to ascertain both the unique and common knowledges needed by homemakers and employees in child-related occupations. The hypotheses are:

1. A common core of knowledges is needed by both mothers and by employees in certain child-related occupations.

2. Mothers, in order adequately to perform their tasks, need certain unique knowledges in the area of child development and guidance. Employees in certain child-related occupations, in order adequately to perform their jobs, need certain unique knowledges in the area of child development and guidance.

3. Employees in each of certain child-related occupations, in order that they may perform their tasks, need knowledges unique to that specific occupation in the area of child development and guidance.

The data-collecting instrument contains items of knowledge taken from the area of child development and guidance. A score, on a five-point scale, has been assigned by a random sampling of mothers who have had courses in child development at the college level, workers in each of three child-related occupations, and specialists in the area of child development and guidance. The practitioners indicated the depth of knowledge they believed needed with respect to each item in order to perform their tasks. The specialists indicated the depth of knowledge they considered important for mothers and workers. A report of this study will be available around June 1st.

Identification of Knowledges and Skills for Successful Employment

Washington State University has received a grant under the Vocational Act of 1963 to engage in research and development project on employment education. The research is to identify up-to-date information about the knowledges and skills essential for employment in office, distributive, agricultural, manufacturing, construction and service occupations. Objectives are to:

1. Identify and define clusters of concepts, knowledges, skills and traits essential for successful work in present and future clusters of occupations.

2. Identify and measure psychological, sociological and economic factors influencing pupils' opportunity and willingness to pursue education necessary for development of concepts, knowledges, skills and traits essential for employment.

The overall goal of this research is to identify combinations of knowledges and traits most likely to maximize career-long occupational opportunity, competence and choice in an evolving technological society.

The first step of this project is to obtain facts about major types of tasks performed in some major areas of work. As a basis for curriculum development major types of knowledges needed to prepare people for such work is also being identified.

The two service occupations for which instruments and procedures are being developed are food service and child care. Two graduate assistants, working under the project director, and in consultation with Joane Wohlgenant, Home Economics Education and other home economics specialists, are preparing the instruments. Alberta Hill, serving as research consultant from the field of home economics education, assisted in developing conceptual structure for possible knowledges.

Instruments to be used in the study of tasks and knowledges of food service and child care occupations will soon be ready to use in testing. The first use of interview assessment instruments will be with a representative sample selected from four different localities in Washington and possibly one in Idaho. The sample will be selected from (1) school lunch programs secured from state school lunch supervision, (2) hospitals and nursing homes provided by the state health department, and (3) directory of the Washington State Restaurant Association. The Child Care establishments will be selected from a list of licensed child care centers provided by Department of Public Assistance.

Interviewers, selected from qualified persons living within the area in which the study will be made, will assist with securing data. These will be persons with knowledges in food service and/or child care. Orientation to the purpose of the project and training of interviewers are to be provided by the project director.

Problems in Conducting Occupational Education Programs

As a special problem in her program of advanced graduate study at the University of Illinois, Margaret Dewar is carrying out a study of the problems encountered in the local high school in implementing home economics occupational programs which include work experience. A major hypothesis of the study is: The teachers who are presently, or will be, assuming responsibility for the programs will indicate less concern about the problems if they have participated in a workshop or graduate course in occupational education in home economics.

All fifty state supervisors responded to her request for names of teachers planning or conducting occupationally-oriented home economics classes and the schools involved. Two hundred and ninety-eight names were received. These teachers were sent a questionnaire which included a personal data sheet and a problem check list to which they were asked to react in terms of the degree to which each was considered a problem in developing the home economics occupational education program. To date, 166 teachers, about 56 percent, have responded. Results of this study should be ready for dissemination by June.

As you can see, I decided to report studies in progress as well as those completed. We can be looking forward to the results of a number of studies that have important implications for employment-education programs in home economics.

Interests in Occupation Education

Beth Jordan reports[1] that, at Virginia Polytechnic Institute, a master's thesis in progress pertains to the interests of high school girls in training for gainful employment in home economics occupations. The thesis will not be completed until 1967. However, some findings are already available with respect to numbers interested and occupations for which training is desired. These findings are being used as a basis for initiation of occupational training courses in the high schools in a city system.

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[1] Letter from Beth Jordan, Professor of Home Economics Education, Virginia Polytechnic Institute, Blacksburg, Virginia.

Iowa State University Studies

Following are the titles of research projects now in process in the Home Economics Education Department at Iowa State University.[1] None of these has been completed and there is no report available at the present time:

Bases for planning curricula in homemaking for junior and senior high school pupils in Iowa.
Personal values of family members and their relationship to satisfying home life and successful employment.

Leader-Eleanore L. Kohlmann

Pilot study of employment-oriented courses in home economics for academically retarded.

Leader-Alberta Hill

Prediction of success of graduates of Iowa State University in teaching vocational home economics.

Leader-Hester Chadderdon

Bases for vocational education for food service industry employees.

Leader-Hester Chadderdon and
Majorie McKinley

Relationship of home environment and employment.

Leader-Marguerite Scruggs

Employment Opportunities in Kentucky

Anna Gorman of the University of Kentucky reports as in the beginning stages a study of opportunities in Kentucky for employment in occupations utilizing home economics knowledge and skills. Job opportunities identified will be classified in the various subject matter areas of home economics and in the occupational categories used in the Dictionary of Occupational Titles. Probable work situations such as hospitals, commercial eating establishments, and the like, will also be ascertained for each. In addition, the location within the state of establishments hiring each type of worker will be determined.

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[1] Letter from Marguerite Scruggs, Head, Department of Home Economics Education, Iowa State University, Ames, Iowa.

Employment Practices Study

A study conducted by Mary Ruth Swope at Eastern Illinois University was carried out to try to determine:

1. Present employment practices among homemakers in 3 communities in central Illinois - 1 town of 1,000 population - a town of 10,000 and a city of 20,000 population.
2. Potential employment in tasks related to homemaking skills if a trained person were available.
3. What maximum hourly wage homemaker's would be willing to pay for trained workers.
4. Whether or not they would be willing to pay social security for the workers.
5. Whether they would employ unionized workers.
6. What age person they would be willing to employ for various tasks--trying to establish whether or not high school age trained persons would be accepted.

Results are available from E. I. U. Write to Dr. Mary Ruth Swope.

Evaluation of Pilot Programs

A project currently being carried out at Cornell University by Sara Blackwell and Helen Nelson is titled, "Evaluation of Secondary School Pilot Programs to Prepare Students for Wage Earning in Home and Related Occupations." Cooperators in this study are the Bureau of Home Economics Education, State Education Department, Albany; Home Economics Departments in New York schools; Ithaca Senior High School, and high schools with pilot programs in Long Island, New York City, Niagara Falls, Vestal, and Newburgh.

The objectives of this project are:

1. To evaluate the progress toward specific course objectives related to knowledge, skill, attitude and interest of students enrolled in experimental courses in home economics related to wage earning.
2. To determine the relationship between extent of student progress toward course objectives and student success in obtaining and holding jobs and

a. student characteristics

   motivation to enroll

   age, I.Q., academic ability, and socioeconomic status

   personal qualities thought related to employability (including post-high school plans)

   satisfactions gained from course and from the work defined by the course

b. type and amount of work experience during the course

3. To help provide by means of descriptive data answers to questions raised by secondary schools and teacher preparation institutions regarding courses in which home economics is related to wage earning.

   a. what are the commonalities in home economics-related wage-earning training courses?

   b. what procedures are efficient and what standards reasonable for selection of students?

   c. what instructional materials are useful?

   d. what facilities, resources, and financing needed for teaching and training?

   e. what guidance and counseling support is needed?

   f. what are the time demands on teachers and/or coordinators?

   g. what are the problems schools and teachers meet in setting up and carrying through a wage-earning course?

   h. what are the occupational backgrounds of teachers who teach job-related home economics courses?

   i. what are the supporting skills necessary in these home economics-related wage-earning occupations?

A number of instruments are being devised for use in evaluating the pilot programs of this study. It is to be hoped that these instruments may be made available to others engaged in similar evaluation projects.

Affect in Task Performance

A research project, funded under the Vocational Act of 1963, and titled, "Some Antecedents of Affect in Psychomotor and Cognitive Task Performance in Secondary School courses and programs; Relevance of Affect for Vocational Preparation" is being carried out at Cornell University by Frances B. Hiltzel.

This is an experimental study designed to answer the following questions:

1. Is the affective state relative to a specific task or course in school a function of its career relevance, the student's self concept of ability, and his actual ability to perform in the task or course?

2. Do grade level, sex, SES, and grade point average affect the above relationship?

3. Is there a relationship between the affect resultant from performance in a course or vocational program and vocational choice in school or subsequent job choice? Affect here refers to emotional involvement, feeling. From the study, insight may be gained regarding vocational developments.

Classification of Educational Objectives, Psychomotor Domain

I have a small grant under the Vocational Act of 1963 for the purpose of developing a classification system for educational objectives, psychomotor domain.

The broad categories of the scheme in its present stage of development are: perception, set, response, mechanism, and complex overt response. These are further broken down, of course.

The second part of this report is concerned with pilot projects and training programs funded under the federal acts.

Funded through a grant under The Elementary and Secondary Education Act of 1965, a project at the University of Wisconsin is titled, "Utilizing the Total Curriculum Approach to Meet the Needs of the Culturally Deprived, Economically Impoverished, and Potential Dropouts at Central University High School, Madison, Wisconsin." In charge of the program are Bernadine Peterson and Ellen M. Meister.

The program has been planned for the 20 most likely dropouts in grades 10 and 11.

The plan being used experimentally was developed to meet the needs of these students through:

1. expansion of home economics and industrial arts education programs to meet vocational needs of boys and girls;
2. designing of course work dealing with the common elements in vocational education at eleventh grade;
3. development of a work-study program to meet individual needs of twelfth grade students;
4. an increased use of vocational guidance and counselling as part of the total program;
5. development of specialized curriculums in English and social studies for grades ten, eleven, twelve;
6. development of appropriate small group and individualized teaching strategies utilizing automated instructional media and flexible scheduling.

Michigan State University through its Research and Development Program in Vocational-Technical Education seeks to utilize an interdisciplinary approach to develop pilot programs in preparatory education and occupational training for employment in the hospitality industry. The programs have emerged as a joint effort of Home Economics Education, Distributive Education, and the School of Hotel, Restaurant and Institutional Management.

A Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations was initiated by Willa Tinsley, Dean of Home Economics, and was directed by Ann Buntin at Texas Technological College from August 1-20, 1965.

The major objective of the workshop was to provide an opportunity for home economists responsible for administrative or consultant services in vocational educational programs to develop the knowledge and understanding needed to expand further the vocational home economics programs to include preparation for occupational competency in jobs using home economics knowledge and skills.

The enrollment in the workshop included 33 persons, with representation from six states.

Anna Fults, the Department of Home Economics Education of Southern Illinois University, and the 1965 graduate workshop participants in home economics wage earning compiled a bulletin: "Workshop for the Preparation of Home Economics Teachers to Teach Wage Earning Programs in Food Service." This bulletin is designed to assist in the planning and developing of wage-earning programs. The materials presented are developed to include recommendations set up by the State of Illinois to fulfill the requirements of the Vocational Education Act of 1963 and preceding vocational education acts.

The information is especially developed for establishing training programs in food service related occupations for boys and girls in the 11th and 12th grades.

June Cozine, Oklahoma State University, served as director for a four weeks "Training Program for Teachers and Leaders of Gainful Employment Training Programs in Home Economics" from June 7 to July 2, 1965.

One of the objectives of the program was to develop tentative curriculum materials for three courses: Child Care Services, Clothing Services and Food Services. The final report of this project contains tentative guides for gainful employment programs in Vocational Home Economics in the three courses previously mentioned.

Just last week, Anna Gorman and Aleene Cross received word of approval for funding of their proposals for instructional programs for teachers of occupational training programs.

And, so it goes. There is an unprecedented interest in research and developmental programs in home economics education and in vocational education in general. This is one of many promising developments in our field.

It is, I believe, a part of an era of "process" emphasis which we are entering. In any educational program, as indeed, in many phases of life, we are concerned with two major factors--substance and process.

Substance in our field includes traditional programs, generally accepted identities, guides, forms, standards, rules and regulations. By process I refer to questioning, examining, inquiring, evaluating, and criticizing.

With the acceleration of change in all areas of life, process must surely take precedence over substance.

Research activity may be seen as processive. Increased emphasis here would seem to be an imperative of the times.

EFFECTIVE PLANS FOR PILOT PROGRAMS

Dr. Marvin G. Linson
Assistant Director, State Board Vocational Education
Colorado

As I went about the task of preparing my remarks for today, I found it difficult to be very profound, for much of what I am going to say has been said before. Furthermore, I was constantly reminded, as I thought of who might be in the audience, that most of you are more knowledgeable on this subject than I am. I consoled myself, however, with the thought that as busy as we all are these days, it is well we be reminded occasionally of those things we all know are right, but in our haste we sometimes neglect.

I firmly believe that, although time is of the essence in our race to keep vocational education abreast of the needs of the people, we dare not sacrifice quality in our programs for the sake of speed or quantity. I am suggesting, as you can readily guess, that pilot programs can and should be our quality control in vocational education.

I am also suggesting that quality pilot programs will be possible only when we have a systematic, continuing State program for piloting promising innovations in vocational education.

It has been said the one thing we can be certain of is that tomorrow will bring change. If we are to be creators and not followers of change, we need to be organized in such a way that our efforts in creating change will be as routine, but perhaps better planned, than any of our other day-to-day tasks.

I say better planned, because we dare not subscribe to or promote change just for the sake of change; and in my humble opinion the directing or creating of change is State leadership's best opportunity to fulfill its leadership function. Only if we organize our efforts in such a manner that a certain percentage of our time is devoted to designing, testing, and disseminating innovations, will we be worthy of the leadership titles we hold.

Anyone in a management position in any of our major industrial concerns today would soon find his company losing its share of the market if they did not constantly expend large portions of their profits to make obsolete the very product which made the profit in the first place. And, furthermore, that same management person would soon find his job in jeopardy.

I suggest to you that one of the major reasons many other groups are concerning themselves with vocational education is because we have failed primarily at the State Department level to provide this kind of leadership.

I realize that supervisors have a responsibility for defending and maintaining the kinds of programs they have described in the various state plans. I, also, realize it is difficult to destroy that which we have sworn to defend.

Industrial leadership finds it possible, however, to serve the dual kind of role I have described--that of promoting the present product while at the same time they are encouraging their research staffs to find something better. Their motivation is profit. Ours is not. But it may be even more important--our very life. This may sound as though I believe we should promote change in order to preserve our jobs; and that is exactly what I believe--not my job or your job necessarily--but I am egotistical enough to believe that the State Boards for Vocational Education in the various states provide the best structure for fostering, promoting, and administering vocational education. We will succeed in maintaining a leadership role in vocational education only if we earn the right to be called vocational education leaders. In a democracy, leadership should never be vested in anyone or any group for any other reason.

I have said, so far, that we need a systematic, continuing program for piloting promising innovations because it is essential if we are to provide the leadership function given to State Departments of Education by our Constitution; and I have said no one can do it as well as we can. But there are other reasons every bit as important. Vocational education has a responsibility to those it serves--the student, the employer, and society in general. This responsibility is to provide training which will enable students to enter the labor market as well-trained and efficient as possible.

The rapid changes taking place in the world of work make it imperative that we change our programs in order that we might never be "justly" accused of training unemployables. We need to know what, if any, changes in program will be needed to serve tomorrow's homemakers, we shouldn't guess. We should try out our best ideas in controlled experimental programs, so that we might disseminate widely that which is good and destroy that which proves to be undesirable.

As brilliant as some of our researchers may be, and as capable as some of our educators and educational planners may be, they have made and they will continue to make mistakes. It is the purpose of pilot programs to guard against these mistakes or to keep them to a minimum. General Motors or General Foods would never consider placing a new design or a new cake mix on the market before it had been tested at the proving ground or in the kitchen. So as new ideas are advanced which effect the teaching-learning process, they should be tested in pilot programs to ascertain their value in vocational education programs.

I am sure that all of us at some time or another have deplored the "extremes" of the educational pendulum. I believe the wise, continuing and systematic use of pilot programs will hasten the development of educationally sound programs in vocational education, thereby shortening the arc of the pendulum.

In my opinion, a third most important reason exists for systematic, continuing state programs for piloting promising innovations. This reason relates to "climate,"--the fear of change and the misunderstanding of what we mean when we refer to pilot programs.

I heard an assistant state supervisor in a large state make the statement that there were some new kinds of programs being tried in his region, but he didn't want the head supervisor to know about it until the program succeeded or failed. The implication was that the program would not have been approved for reimbursement. This certainly isn't the kind of climate which would encourage innovation. Perhaps, the real reason that such a climate exists in this state is the fact that no systematic, organized plan exists for conducting pilot programs.

It is normal to resist change, and it is easy to see why people, especially educators, fear change. For as you analyze how we have gone about planning for change, you realize it has been haphazard at its best.

Brickell,in his study of educational change in the schools in the state of New York, concluded that "the most formidable block to instructional improvement today is that education unlike medicine, agriculture, and industry fails to distinguish the three phases of change--design, evaluation, and dissemination. Moreover, it fails to support adequately the basic research which should precede the design stage." I subscribe fully to this statement for I know it is true in at least one other state--my own.

State leadership, if it is to make any noticeable contribution to the development of new ideas, must recognize the differences in each of these phases, and furthermore, they must recognize the part that they can and should play in each phase.

We have discussed some of the "whys" to this point. Before we proceed to the "hows," I think it is best that we define a pilot program. In the Report of the Second Research Coordinating Conference on Agricultural Occupations, a pilot program was defined as "a planned activity for testing a new idea in a realistic situation."

Since I believe a pilot program is something more than the testing of a new idea, I am suggesting that, for the purpose of unity of thought, you think of a pilot program as a planned activity in the development and adoption of innovation. There are the following four distinct steps in a pilot program.

1. Identifying new ideas and concepts
2. Designing ideas into workable educational programs of action
3. Evaluation through field testing
4. Disseminating ideas which have proved successful

Each of these steps calls for a different set of circumstances: different people, different atmosphere, and different purpose. If each step is to serve its proper purpose, it must be completed before the next is started, and they must be conducted in the proper order. The responsibility for the proper use of the steps in proper sequence seems to me to be that of state leadership.

I am discussing these steps, not because I think you are unfamiliar with them, but rather to point out the state leadership responsibility associated with each step. I am sure teacher educators, supervisors, local teachers, and local school administrators, each feel that given the time and money, they could and should be responsible for each of these steps. But if we are practical, I think we may agree that because of time, money, and the very nature of our organizational structures, some of the groups mentioned are better equipped to do the job than others, and some have a greater obligation than others.

In step number one, we identify the ideas which are currently in the minds of people that have implications for educational innovation. Priority should be assigned to those ideas which have particular significance for further development.

The second step involves the process of designing the significant ideas found in step one into a workable plan for action in local schools.

The third step is one of evaluation. Here the plan conceived in step two is tried out where it can be thoroughly tested to determine its educational values. When a new idea has been proved valuable to education, it then is ready for wide dissemination through a fourth step often referred to as demonstration programs.

Each of these four steps are related to each other, but each one is a separate and distinct step that can and should be treated as an individual problem.

Generally speaking, leaders in vocational education have not recognized the importance of these four steps, nor have they recognized that their responsibility varies considerably in each step.

I would like to review briefly with you the unique characteristics of each step, and the procedures which I believe are essential if satisfactory results are to follow.

Step I. Identifying Ideas for Innovations in Vocational Education

Teachers, State Department personnel, teacher educators, and lay citizens all have ideas for improving vocational education programs. Some of these ideas are known only to the person who has the idea, and others have been disseminated widely through the written and spoken word. Some ideas have limited possibilities for application in a statewide program. Some of these ideas are good, and some no doubt would prove undesirable. Some ideas have been tried and found successful. Others have been tried and have been abandoned. In many instances the results of either are known only to a few.

Unless the State supervisory staff provides some means of gathering these ideas, many will never be made known. The State staff needs to develop an atmosphere which encourages free communication of these ideas. They, also, need to provide the structure for the handling and processing of these ideas in order that each idea receives consideration for further development.

To implement Step I, the State Board through its staff might well establish the following definite procedures.

1. A procedure should be established for continuous evaluation of present programs in the State as a means of identifying needs.
2. A committee should be established to receive ideas, evaluate ideas, and suggest those for which pilot programs should be developed. This committee should also be responsible for determining which changes have recently been made in their own and other states. The National Center, the U.S. Office of Education, and the American Vocational Association research committees should provide this kind of information as a continuing service to the states.
3. Periodic requests should be made of those affected by vocational education programs to submit their suggestions for program improvement. (Advisory committees, teachers, administrators, and teacher educators)
4. Priorities should be assigned to promising ideas.
5. The necessary structure to move ideas from Step I to Step II should be provided.

As I see it, State leadership has a responsibility at this step for creating a permissive atmosphere regarding change. I believe the reason we have been reluctant to create this atmosphere is because we have feared the indiscriminate, haphazard, and uncontrolled change that has characterized so many changes in education. I suggest that if this step and the others that are to follow are conducted in an orderly, systematic manner, we will have no reason to fear change.

Step II. Designing the Educational Plan

Everyone in vocational education at one time or another has thought of something which he or she felt would improve the program with which they worked. Many of these ideas lie dormant because of a lack of time on the part of the inventor to develop the idea to the point that it could be put into action. Others lie dormant because the inventor lacks the understanding necessary to design a sound program.

This step must be conducted by competent people, given the necessary time and the freedom from normal controls, standards, and regulations.

All rules, except those necessary for the protection of health and safety of students, should be suspended for those who are designing innovation.

State leadership should provide for the following:

1. A project coordinator who will be assigned major responsibility for coordinating the development of a plan to the point where he believes it can be tried out in one or more schools with a better than average chance of succeeding. Free him from other duties.

2. Specialized consultants who will be given time and freedom to test ideas against known factors and basic research.

3. A critical review of the plan by specialists, staff members, school administrators, and others who are qualified by training and experience to make such an appraisal.

4. A plan that includes the following detail:

    A. Objectives of the innovation.
    B. A step-by-step procedure that will be followed in putting the plan into operation.
    C. A list of teaching materials and equipment needed.
    D. The kind of enrollment appropriate for the program.
    E. A procedure for selecting students.
    F. The kind of community and school setting needed for the trial stage.
    G. The qualities of teachers and/or others who will be in charge of program and training needed.
    H. The length of time to complete the trial.
    I. The evaluation instruments that will be used and who will evaluate.
    J. The number and description of control centers where all factors of evaluation are matched with the evaluation centers to the highest degree possible.
    K. The time schedule.

L. The number of schools needed for experimental centers.
M. The approximate (extra) cost of conducting the evaluation step and the source of funds.
N. The changes evaluation centers will need to make in their traditional operation.

5. Approval of the plan and necessary financing.

6. A local project coordinator in each pilot center.

Brickell says, "The basic ingredients of a good invention setting are a richness of talent and a freedom to explore. At its best, Step II provides for 1) a group of highly intelligent people, 2) a somewhat limited problem, 3) time to concentrate on a solution, 4) ample money and resources, 5) freedom to try almost anything, 6) the likelihood that the solution will be used somewhere, and 7) the prospect of a personal recognition if the problem is solved. The more artificial, enriched, and free the setting, the more distinctive the innovation it is likely to produce. Freedom is essential. The atmosphere and the actuality of freedom must be deliberately created."

State leadership has a responsibility here for initiating the structure and organization which can carry out the design step. Few state legislatures would finance this kind of an operation in the State Department knowingly, and most state staffs are not large enough to free many of their staff at any one time for this kind of an assignment. There are means, however, of providing reimbursement--100 percent if necessary--to colleges, universities, and local schools for the purpose of getting this job done. It is also possible for the state to contract with private agencies and individuals for certain kinds of consultant services. In addition to the securing of finances, I would think that state leadership has a responsibility for promotion and supervision of these design activities.

Step III. Evaluation or Testing

This step involves taking the completed plan agreed upon in Step II and putting it into operation in one or more local schools. The plan is field tested under actual working conditions.

It should be realized that a teacher who is introducing a major change will need varying amounts of assistance. Evaluation of the innovation should be constant. Immediate evaluation may be found in student reaction. Other subjective and objective means of evaluating progress should also be used extensively.

The special attention the teacher receives during innovation may cause him to over-produce to the extent that the apparent beneficial effects of a given innovation will be due to the added effort on his part rather than from this innovation itself. To insure a more accurate evaluation, it may be necessary to give the teachers of control groups the same kind of special attention.

There are undoubtedly other means of guarding against the "Hawthorne" effect. Persons who are knowledgeable in this area of research should be utilized in designing proper methods of evaluating the innovation while it is being tried under actual field conditions.

Every effort should be made to conduct experimental programs under carefully controlled conditions which permit little deviation from the designed plan. Adequate financing to insure proper teaching materials, facilities, and teacher time for preparation is essential. Since evaluation programs are untried and may deviate considerably from standard procedure, it seems wise not to involve more schools than are necessary for proper evaluation. A limited number of schools, never more than those which can be properly supervised, should be selected at any one time.

State leadership should provide for the following:

1. Adequate evaluation and/or control schools.
2. The cooperation of the superintendents and others who will be involved.
3. Personnel and materials needed in the evaluation and control centers.
4. Financial aid which might be supplied from the State Department.
5. Appropriate contracts between the schools and the State Department which clearly states the responsibilities of the local school which will enable it to receive reimbursement.
6. Provision for training the personnel who are to work the project.
7. Provision for describing innovation in professional publications.

Since field testing is often done to compare one method or one program with another for the purpose of advocating change, it seems logical that state leadership should control this step if possible, or at least observe it closely if control is not possible.

Those who have made a study of educational innovation tell us this step has traditionally been skipped. Too often pilot programs have moved from the design stage to the demonstration stage. We not only have the opportunity to stop this trend: we have the responsibility for reversing it.

Some success factors in this stage might include:

1. Avoid overloading teachers.
2. Changes in plans must be avoided after the experiment starts to assure reliable evaluation.
3. The evaluation procedure should be rigidly followed.
4. Visitors who are not directly responsible for the operation of project should be discouraged.
5. Reports of progress should be made only to school and State Board officials and should not be published until the evaluation is completed.
6. Recognize when a program isn't working and stop. (But appreciate the benefits derived from knowing that it won't work and share this knowledge as completely as if it had succeeded.)

Step IV. Demonstrating Field Tested Innovations

The adoption of new ideas is at best a slow process. People seldom try a new practice until they have had an opportunity to observe someone else do it. There are exceptions to this rule, of course, but people who have studied the process of dissemination of new ideas indicate that written or oral reports of innovations bring about adoption at a much slower rate than does observation.

It is also true that people generally are slow to accept new practice unless they are observed in situations similar to their own. Studies have shown that the smaller farmer is inclined to believe that new practices on large farms may not be applicable on his farm. Home economics teachers and school administrators in a small district may follow the same reasoning in rejecting a new practice which is successful in a larger or wealthier district.

The demonstration of new practices takes place only after evaluation has shown, during the evaluation stage, that the practice is educationally sound. Consequently, the purpose of a demonstration in a pilot center is to disseminate the idea or practice as rapidly as possible in as many centers as possible. During the demonstration process, it may be advisable to avoid artificial, enriched, abnormal, or unrealistic settings or conditions. It may also be profitable to reward the demonstration center with recognition and attention.

State leadership should provide for the following:

1. A written description of the innovation, including details necessary for the implementation of the idea or practice.

2. A variety of schools to serve as demonstration centers.

3. Arrangements for superintendents and other school people to visit successful programs in the original evaluation phase.

4. Training for teachers and others, necessary to enable them to conduct the new plan or procedure.

5. The necessary equipment and qualified people.

6. The selection of many but varied centers where the innovations may be conducted under normal conditions.

7. An evaluation procedure to compare with results obtained during evaluation phase.

8. Revision of the State Plan to allow for normal financial assistance for programs proven successful in evaluation stage.

9. Arrange for as many teachers and administrators as possible to observe demonstration centers.

10. Wide publicity, by oral and written work, to explain the accomplishments of the demonstration schools and the value of the innovation to education.

11. Arrange for key people to observe the demonstration. Special attention should be given to leaders in the profession and to people who are known to adopt change readily, as well as leaders of various social cliques.

12. Workshops for other teachers in the state to teach the procedures needed in handling the new practices.

13. Revision of the preservice training program.

At this stage, state leadership has a major responsibility for "spreading the word" and training teachers. We have a responsibility for telling others about the bad, as well as the good; and we have a responsibility for training beginning, as well as established teachers, so they might carry on the types of programs which have proven to be worthwhile.

In discussing the specific steps in pilot programs and the procedures to be followed in implementing each step, I have suggested many activities for state staff personnel both at the supervisory and teacher education levels.

There are several points I made or alluded to that need to be reemphasized, however, as they apply to the administration of pilot programs in any given state.

The first one concerns the number of pilot programs which should be under way at any one time. I believe that there should never be any more pilot programs under way (at the evaluation or testing stage) than there are field personnel on the supervisory and teacher education staff. If there are two supervisors and one teacher educator in a state who normally visit local schools for a large portion of their time, then there should not be more than three experimental programs in progress. In smaller states where there might be only one supervisor and one teacher educator, I would think that more than one experimental program at any one time would be too many.

When programs have been proven and are at the dissemination stage, I would not be as concerned about the numbers, provided each demonstration center could be visited at least three or four times a year.

Another point I believe can be defended is that at least one full-time person be assigned the responsibility for coordinating and promoting action research activities at the State level. This person to be in addition to the teacher education personnel who are assigned research duties.

Third, I believe every State Plan and/or Policy Manual should not only provide for research activities of all kinds, but should spell out in some detail the procedures for identifying, designing, evaluating, and demonstrating pilot programs in order that every person engaged in vocational education will be aware of their responsibility for improving the statewide program through innovation.

If this procedure works for agriculture, medicine, and industry, it is time we bring the same orderly, systematic approach to action research in education.

Fourth, the responsibility for financing pilot programs is primarily that of the State--especially in Steps I, II, and III. The Vocational Education Act of 1963 provided funds for this purpose. I hope we will make every effort to use them wisely.

Since our purpose in promoting pilot programs is to focus attention on problems of importance to the statewide program, it is unreasonable to expect that a single school district can be expected to bear more than a minor portion of the expense. The cost of carrying on a pilot program, properly done, is much greater than the traditional on-going program; and since it benefits the entire State, it should be the responsibility of the entire State. A local school superintendent often finds it impossible to perform Step III without defending the expenditures through volumes of publicity. This defeats the purpose of the testing stage.

If State funds are supporting the project, less objection may be found locally and interference can be controlled by those who are concerned primarily with the findings of the study rather than the cost per pupil. The local project director and/or teachers may be freed of outside duties without objection from other staff members who may be carrying heavier teaching loads.

Fifth, great care needs to be taken to assure that there be clear cut distinction between the testing stage and the demonstration or dissemination stage.

In closing, let me review with you some key words that clearly describe the characteristics of the four steps in piloting an innovation.

Step I - IDENTIFICATION

Permissiveness,
Persuasion, Coordination

Step II - DESIGN

Intelligent People, Ample Resources,
Ample Time, Freedom from any Other Assignment,
Limited Problem, Availability of Consultants

Step III - TESTING (Evaluation)

Controlled, Closely Observed,
Restricted, Enriched, Diverse Settings

Step IV - DISSEMINATION

Unenriched, Normal but Diverse Settings,
Carefully Trained Teachers, In-Service Training

I am sure some of you will disagree with some of the things I have said, but I am hopeful we can all agree that vocational education can benefit from the increased use of properly conducted pilot programs; and further, that it is the responsibility of state leadership to initiate a major trend in this direction immediately.

IDEAS FOR ACTION

WORK WITH ALL PHASES OF VOCATIONAL EDUCATION: SUMMARY OF DISCUSSION

KEY PROBLEMS	IDEAS FOR ACTION
1. Who are the people likely to be concerned with wage-earning programs in home economics?	Students, parents, home economics and other teachers. Educational leaders--board of education, administrators, curriculum and other specialists, guidance counselors. Community leaders Civic groups--YMCA, YWCA, Kiwanis Club, Chamber of Commerce, women's groups; representatives of legal agencies--court, juvenile officers. Agencies--Welfare, Employment,Health, Economic Opportunity, family counseling centers, Head-start. Trade and professional organizations.
2. What is the role of leaders in home economics in contacting and working with all phases of vocational programs?	To establish compatible role relationships with persons concerned with programs. Create a climate for exploring individual and community needs and resources; for establishing cooperative job experience programs; for business and educational liaison. Help teachers and school administrators develop programs. Recognize contributions and share materials from all services. Promote continuous evaluation for program improvement, plan guidelines for program follow-up and evaluation. Maintain and use a file of sources of relevant research and resource materials.

KEY PROBLEMS	IDEAS FOR ACTION
2. (Continued)	To develop, publicize and interpret guidelines for programs. Assist teacher educators in developing curricula to prepare teachers. Help interested persons chart their potential.
3. In what ways can leaders keep in touch with wage-earning programs and projects which are related to home economics and how can they cooperate in some programs and coordinate others?	Establish working relationships with supervisor and teachers in other areas as well as with home economics teachers. Identify existing and/or emergent programs or courses with content related to home economics subject matter. Through contacts that will prompt reciprocal role relationships. Stimulate personal commitments. Make observations. Use progress reports.
NEEDS:	Interdisciplinary and cooperative approach. Home Economists must take the initiative in structuring quality wage-earning programs for home economics-related occupations rather than having them superimposed by others outside the area. Since the law is flexible, state plans need to be flexible. We can learn from others and adapt rather than adopt ideas. Steps should be taken to correct or supplement incomplete or incorrect information.

KEY PROBLEMS	IDEAS FOR ACTION
NEEDS: (Continued)	Guidelines for pilot programs.
	Especially prepared program coordinators.
	Establish priorities--not "bite off more than we can chew."

ADULT PROGRAMS TO MEET COMMUNITY NEEDS: SUMMARY OF DISCUSSION

KEY PROBLEMS	IDEAS FOR ACTION
1. Who are the people to share in planning adult wage-earning programs which will contribute to community and personal needs?	Advisory committee. Women interested in entry or re-entry job opportunities. Key people informed of community needs and resources. University and community consultants qualified to provide help in program development. Persons professionally trained to work with urban and low-income families. United community service personnel. Those who can provide job opportunities. School administrators, teachers, program coordinators.
2. What occupations are especially appropriate for adults?	Occupations in day-care centers for the aged, children. Aid to social worker, nurse, pre-school leader, homemaker, home economist. Food service workers. Garment workers. Supervisors of homemaker and other aids and service occupations.

KEY PROBLEMS	IDEAS FOR ACTION
2. (Continued) How are these determined?	By listening to concerns of individual families, professionals, and employers.
	From the identification of individual and community needs through use of ad hoc committees.
	From information provided by authorities, specialists, and consultants in seminars.
	Through mobilization and coordination of total community resources.
3. Who are the adults for whom programs may be planned?	Women of all ages, all levels of education.
	Women seeking employment.
	Women who could benefit from the program.
How are they informed of opportunities for training available to them?	Information disseminated through mass media, through existing home economics programs.
	Person-to-person contact.
	Meetings of employment seekers with resource people to explain occupational training and employment opportunities.
	Observations of preparation for employment classes or local institutions which have employment opportunities.

KEY PROBLEMS	IDEAS FOR ACTION
NEEDS:	Higher level status occupations for adults clarification of terminology
	Professionally trained people qualified to work with varing ethnic groups.
	Recognize and provide education for factors that may affect occupational success indirectly such as budget and home management efficiency.
	Pilot programs testing the use of home economics skills and principles in courses preparing for distributive or trade and industrial occupations.
	Alert students in undergraduate home economics courses to ways of contributing to various adult programs.

PROGRAMS DESIGNED TO MEET NEEDS OF DISADVANTAGED: SUMMARY OF DISCUSSION

KEY PROBLEMS	IDEAS FOR ACTION
1. Who are the disadvantaged?	People with special needs. People who cannot help themselves. Economically, socially, culturally, educationally, physically or mentally handicapped.
2. How do we identify them?	Deliberate efforts to find out about those with special needs in local community -- first hand contact. Identification made in general terms only since there are variables which are difficult to isolate. Individuals incapacitated by insufficient income, education, underemployment, physical, mental, or emotional handicaps. People inhibited by their housing, culture, skill development, aspirations, communications and delinquency.
What types of occupations would be appropriate for the disadvantaged?	All types are appropriate if individuals are "fitted" to occupations. New jobs must be created to meet needs. Additional information may be gained by consulting other professionals working with people now being served.

KEY PROBLEMS	IDEAS FOR ACTION
(Continued)	Entry level position in care and service occupations, such as child-care aid, food service, clothing aid or worker, health services, homemaker's assistant, hotel and motel housekeeping, with provisions made for upgrading as needed.
3. What other individuals, agencies, and groups do we need to know about and work with?	All groups concerned with the health, education and welfare of people. Employers with openings for which persons are being educated. Business and industrial representatives. Red Feather agencies, family services, visiting nurses. Church groups, youth. Employment agencies. Trade union representatives. Youth organizations. College and university faculty and staff. Vocational rehabilitation personnel. Law enforcement officers and staff.
CAUTION:	When we lead people to want something we must be sure they can get it.

KEY PROBLEMS	IDEAS FOR ACTION
NEEDS:	Do a kind of classroom teaching that will prevent needing emergency measures. Break away from tradition and focus on meeting individual needs. Learn more about the world of work, industry, and other relationship to vocational education. Film recommendation: "Children Without,"a film made in the Detroit area; available from state teachers associations affiliated with NEA.

WAYS TO SELECT AND PREPARE TEACHERS FOR TEACHING IN OCCUPATIONAL PROGRAMS: SUMMARY OF DISCUSSION

KEY PROBLEMS	IDEAS FOR ACTION
1. What are the basic competencies required of teachers who teach for gainful employment?	Attitude -- desire to help. Sensitivity to forces hindering human development. Proficiency in supervising and coordinating programs. Performance efficiency through occupational internship or job experience. Resourcefulness in getting information. Articulation in correlating learning experiences with job skills. An over-all perspective of varying phases of occupational education as well as variations in value systems of ethnic groups. Ingenuity in organizing and restructuring courses and programs to prepare students for occupational opportunities in local communities; alert to changes. Feeling of adequacy in assuming teaching and leadership roles. Note: Some expression of inadequacy is part of the growth process.

KEY PROBLEMS	IDEAS FOR ACTION
2. How can teachers in training and in service be prepared for teaching in occupational programs?	Identification and development of competencies needed.
	Identification of aspects of wage-earning programs through summer, seminar, part-time or evening college or university courses.
	By the dissemination of information about courses available to student, potential and in-service teachers.
	Initiation of courses for specialists and others who wish to prepare for vocational certification.
	Short intensive courses, observations, work shops.
	Use of mass media, closed TV circuits.
	Observation experiences in the classroom.
	First-year internship under supervision of master teacher.
	Utilization of experiences and knowledge of teacher educators who have been preparing students for wage-earning occupations other than home economics-related.
	Through integration of principles or aspects of occupational education with family living, methods or other established courses.
	Utilization of information gained from curriculum guides used at other colleges and universities.
	Coordination of effort among total home economics faculty and administration.

KEY PROBLEMS	IDEAS FOR ACTION
2. (Continued)	Examination of many patterns of teacher preparation, those presently possible and those that will emerge.
3. What plans can be made for having state and local supervisors and teacher educators work together on plans for preparing teachers?	Program exchange of ideas around issues such as how to select teachers for wage earning, for the disadvantaged; certification for those trained in other fields, or those returning to teaching; exploration of possibilities of incentives such as issuing credit for occupational internship; use of para-professionals as teacher aids; what is being done (besides "grant" projects) to prepare homemaking teachers to teach in occupational programs; type and extent of occupational experiences for teachers. Communication of effective, emergent or innovative teacher preparation patterns.

KEY PROBLEMS	IDEAS FOR ACTION
NEEDS:	Information about the similarities and differences between competencies needed for teaching courses in preparing for wage earning and those preparing for homemaking. Criteria for teacher qualifications in preparation for wage earning and in homemaking. Guidance at freshman and sophomore years in planning for work experience.

APPENDIX

Bibliography of Displayed Resource Materials

Availability possibilities:

1. Has been sent to all Head State Supervisors

2. Has been sent to Head State Supervisors in regions ____ ____ ____.

3. Is available on request:

    a. to Head State Supervisors only
    b. to Home Economics Teacher Educators
    c. to others - Please specify any limitation.

4. May be purchased for $1.00 per unit.

    a. is available on limited basis only
    b. is available for mass distribution

5. May be reproduced by others if approval is obtained and appropriate recognition is given.

6. Tentative materials or working papers not available for general distribution at this time.

		Title	Source
1,5,6	1.	Personal Development and Management (A Course for Occupational Home Economics Education)	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama 36104 Revised 1966
1	2.	The Significance of Personal worth in the World of Work (Part of Personal Devel. & Management Course)	Ruth Stovall, Supervisor Home Economics Education Dept. of Education Montgomery, Alabama
1,5,6	3.	Outline for a Preparatory Course in Occupational Home Economics in the Field of Clothing, Textiles, and Home Furnishing Services	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama 36104
1,5,6	4.	Information for School Administrators on Occupational Home Economics in Alabama High Schools	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama 36104
1,5,6	5.	Report Forms Required of Occupational Teachers of Home Economics	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama 36104

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______	6. Directions and Forms for Making Home Economics Occupational Surveys 1956-1966	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama 36104
1,5,6	7. Guidelines for Developing Pilot and Experimental Programs of Occupational Education in Home Economics for Alabama during 1965-1966	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama 36104
1,5,6,	8. Outline for a Preparatory Course in Occupational Home Economics in the Field of Food Services (Preparation and Management)	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama
1,5,6	9. Suggestions of Books and Bulletins Available as References for Occupational Home Economics Classes	State Department of Education Home Economics Education Service Vocational Division Montgomery, Alabama February, 1966
No Inf.	10. Development of the Child-Care Training Center Program	Pueblo High School Tucson, Arizona 1965
1	11. An Introduction to the World of Work	Director, Home Economics Education State Department of Vocational Education 412 State Building Phoenix, Arizona 85007 1965
No Inf.	12. Home Economics-Business Education (Experimental Project)	Mrs. Emma Riggs, Program Specialist Sacramento City Unified School Distric Curriculum Development Center 810 V Street Sacramento, California July 1, 1964
No Inf.	13. Policies and Procedures for Programs of Vocation of Homemaking and Occupations Using the Knowledge and Skills of Home Economics	Homemaking Division State Board for Vocational Education 510 State Office Building Denver, Colorado 80203
3a,b,c 1, 5	14. Occupational Course in Food Services Worker in the Field	Home Economics Education Service Connecticut State Department of Educati Vocational Education Division Hartford, Connecticut April, 1966

3 a,b,c 1, 5	15.	Connecticut Concepts Are Showing p. 4,5,6. Progress Report	Home Economics Education Service Connecticut State Department of Education Vocational Education Division Hartford, Connecticut April, 1966
6	16.	School Food Service Training Prepared 1965	Frances Champion, Supervisor Home Economics Education State Department of Education Room 203, Knott Building Tallahassee, Florida 32301
6	17.	Occupational Opportunities Using Home Economics Knowledge & Skills 1965-1966	Frances Champion, Supervisor Home Economics Education State Department of Education Room 203, Knott Building Tallahassee, Florida 32301
1	18.	Workshop for Preparation of Home Economics Teachers to Teach Wage Earning Programs in Food Service	Dr. Anna Carol Fults, Chairman Department of Home Economics Education Southern Illinois University Carbondale, Illinois 62903
4	19.	The Employment Aspect of Home Economics Education (an annotated bibiliography)	Division of Home Economics Education Department of Vocational & Technical Education University of Illinois Urbana, Illinois 61803 1965
4a	20.	Careers in Food Service Iowa Job Guide (The Job as it appears in Iowa's Larger cities)	Iowa State Employment Service Iowa Restaurant Association 204 Shops Building Des Moines, Iowa
2, 5, 6 3a	21.	Orientation to Home Economics Related Occupations	Home Economics Education Purdue University Purdue, Indiana June, 1965
1	22.	Reference List for Quantity Food Service	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	23.	Plans for Work Experience in Relation to Child Care Program in High School	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
3a	24.	Clothing Services	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612

3a	25.	The Right Angle	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	26.	Development of Fibers and Fabrics Units for Seventh Through Twelfth Grades Placing Emphasis on Job Related Opportunities at the Tenth Grade	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	27.	Alteration of Garments for Women	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	28.	Home Economics Related to Wage Earning Suggested Resource Materials.	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	29.	Employment Survey of Home Economics Teachers	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	30.	Alteration Tips	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
1	31.	Suggested Pilot Study for Training Home Economics Pupils for Catering Service	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612
2	32.	Digest of Seminar in Occupational Home Economics Education	State Supervisor, Home Economics Ed. State Board of Vocational Education Room 1116, State Office Building Topeka, Kansas 66612 June, 1964
5,6	33.	Course Outline - Waiter-Waitress Training	Homemaking Education Services Vocational and Adult Education Division Department of Education Carson, City, Nevada
3c,5,6	34.	Job Training in Home Economics	Homemaking Education Services Vocational and Adult Education Division Department of Education Carson City, Nevada

No Inf.35.	Home Economics Education Syllabus for a Comprehensive Program	Bureau of Home Economics Education State Education Department Albany, New York 12221
1, 4a,5 36.	Alterations of Ready-to-Wear	Director, Home Economics Education State University Station Fargo, North Dakota 58102 April-May, 1965
1, 4a 37.	Food Service Technology (Dietetics)	Miss Margaret McEniry, State Supervisor Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215
1,4a 38.	Extended Employment	Miss Margaret McEniry, State Supervisor Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215 January, 1964
1 39.	Manual of Operation for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills	Miss Margaret McEniry, State Supervisor Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215 March, 1965
1, 4a 40.	Manual of Operation for Home Economics Job Training Programs in High Schools	Miss Margaret McEniry, State Supervisor Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215 March, 1965
1 41.	Vocational Home Economics in Ohio High Schools 1963-1964	Miss Margaret McEniry, State Supervisor Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215
1 42.	Preliminary Application and Information Data for Approval for a High School Job Training Program in Vocational Home Economics	Miss Margaret McEniry, State Supervisor Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215

1	43.	Home Economics Publications	Miss Margaret McEniry, State Superviso Home Economics Education State Department of Education Division of Vocational Education 65 S. Front Street Columbus, Ohio 43215
1	44.	Highlights of the Vocational Education Act of 1963, Public Law 88-210	Home Economics Education Home Economics West Oklahoma State University Stillwater, Oklahoma 1965
No Inf	45.	Report on Activities Related to Occupational Education in Home Economics in Puerto Rico	Commonwealth of Puerto Rico Department of Education Area of Vocational & Technical Education P. O. Box 818 Hato Rey, Puerto Rico 0019
1	46.	Vocational Home Economics Education Survey Summary Sheet	Mrs. Margaret Crockett Supervisor of Occupational Training Program Home Economics Education Department of Education Nashville, Tennessee
1	47.	Survey of Home Economics Students' Employment for 1965-66 and Employment Plans for 1965-66	Mrs. Margaret Crockett Supervisor of Occupational Training Program Home Economics Education Department of Education Nashville, Tennessee
1	48.	Home Economics Education Occupational Training Program Survey	Mrs. Margaret Crockett Supervisor of Occupational Training Program Home Economics Education Department of Education Nashville, Tennessee
6	49.	Units of Work and Questionnaires. Prepared by the Workshop in Wage-Earning Home Economics Courses During the summer of 1965.	Supervisor, Home Economics Education State Department of Education State Office Building Montpelier, Vermont 05602
3a	50.	Occupational Trends in Health Care Industries King County 1965-1970	State Board for Vocational Education P.O. Box, 248 Olympia, Washington 98501 December, 1965

1,3a,5	51. Guidelines for Teaching The Homemaker's Assistant	Director, Home and Family Life Education State Board for Vocational Education P.O. Box, 248 Olympia, Washington 98501
4	52. A Sample Wage Earning Training Program for: Child Day Care Aide	Dr. Genevieve W. Shubert, Supervisor Home Economics Division Milwaukee Vocational Technical and Adult Schools 1015 North Sixth Street Milwaukee, Wisconsin 53203
4	53. A Sample Wage Earning Training Program for: Waitress Training	Dr. Genevieve W. Shubert, Supervisor Home Economics Division Milwaukee Vocational Technical and Adult Schools 1015 North Sixth Street Milwaukee, Wisconsin 53203
4	54. A Sample Wage Earning Training Program for: Short Order Cook	Dr. Genevieve W. Shubert, Supervisor Home Economics Division Milwaukee Vocational Technical and Adult Schools 1015 North Sixth Street Milwaukee, Wisconsin 53203
4	55. A Sample Wage Earning Training Program for: Alteration Woman	Dr. Genevieve W. Shubert, Supervisor Home Economics Division Milwaukee Vocational Technical and Adult Schools 1015 North Sixth Street Milwaukee, Wisconsin 53203
4	56. A Sample Wage Earning Training Program for: Home Management Aide	Dr. Genevieve W. Shubert, Supervisor Home Economics Division Milwaukee Vocational Technical and Adult Schools 1015 North Sixth Street Milwaukee, Wisconsin 53203
4	57. A Sample Wage Earning Training Program for: Dry Cleaning & Laundry Aide	Dr. Genevieve W. Shubert, Supervisor Home Economics Division Milwaukee Vocational Technical and Adult Schools 1015 North Sixth Street Milwaukee, Wisconsin 53203

Other materials on display may be found in: Rotz, Patricia H. and Ruth Whitmarsh. The Employment Aspects of Home Economics Education: a selective bibliography with annotations. Urbana: Division of Home Economics Education, University of Illinois, 1965.

SEMINAR PROGRAM

March 28-31, 1966

Program Development for Occupational Education in Home Economics

MONDAY MORNING

Greetings from The Ohio State University - Dr. Dorothy D. Scott
A Challenge to Home Economics Leaders - Dr. Alberta Hill
Understanding the Changing Urban Society - Miss Rose Terlin
Reactor Panel - Moderator - Dr. Phyllis D. Lowe
Panel Members: - Mr. Paul D. Apple, Mr. Spencer Douglas,
Mrs. Lucile C. Fee, Miss Rose Terlin,
Mrs. Irene E. McDermott, Dr. Charles Weaver

MONDAY AFTERNOON

Dynamics of Change - Dr. Henry M. Brickell
Designs for Bringing About Change - Project Reports
  Innovations and Change at The State Level - Ruth Ellen Ostler
  Techniques Used in Changing a Local Program - Mrs. Marlene Jones

TUESDAY MORNING

Theme: Developing Programs for Gainful Employment
A Framework for Program Development - Dr. Lawrence Borosage,
Reports of Programs in Progress
  City High School Program - Joyce Terrass
  Program for Adults - Mrs. Carrie Williams

TUESDAY AFTERNOON

Theme: Guidelines for Some Aspects of Program Development
Symposium: Highlights Basic to Program Development
  Determining Appropriate Programs and Job Areas - Barbara Gaylor
  Curriculum Materials - Ruth S. Kimpland
  Space and Equipment Needed - Ata Lee
  Work Experience - Mrs. Genevieve L. Crouse
  Interpreting Programs - Jewell Deene Ellis

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WEDNESDAY MORNING

Theme: A Leader's Responsibilities in Developing Programs
Symposium: The Role of Supervisors - Moderator - Ruth Ellen Ostler
  Relationships with Administrators and All Phases of Vocational Education - Ruth Stovall
  Laws and Regulations of Significance in Planning - Dr. Berenice Mallory
  Surveys and Job Analyses - Mary Bell Vaughn
  In-Service Programs for Teachers - Mrs. Mary E. White
  Evaluation and Testing - Dr. Helen Y. Nelson
  Advisory Committees - Mrs. Katherine R. Conafay
Symposium: The Role of Teacher Education Institutions - Moderator - Dr. Aleene Cross
  Selection of Teachers - Basic Competencies Needed - Dr. Flossie M. Byrd
  In-Service Programs - Dr. Mary E. Mather
  Revising Pre-service College Programs to Meet Present and Projected Needs - Dr. Alberta D. Hill
  Changes Needed in State Certification Requirements - Dr. Marjorie East

WEDNESDAY AFTERNOON

Theme: Significant Resource Areas
Development of Post-High School Programs - Dr. Berenice Mallory
Use of Research Studies - Dr. Elizabeth Simpson
Effective Plans for Pilot Programs - Dr. M. G. Linson

THURSDAY MORNING

Theme - Ideas for Action
Small Group Discussion Topics
  Work With Administrators and All Phases of Vocational Education
  Adult Programs to Meet Community Needs
  Program Designed to Meet Needs of Disadvantaged
  Ways to Select and Prepare Teachers for Teaching Occupational Programs
Reports of group discussions

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Other Center Publications

"Guidelines for State Supervisors in Office Occupations Education." 1965 Business Education Clinic?

A Report of a National Seminar on Agricultural Education "Program Development and Research."

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